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ABSTRACT

This leader's guide, the first of three in a series for middle school students, presents a program designed to develop interpersonal skills and self-understanding. The guide is organized into three major seminars: communication, understanding behavior, and changing behavior; these are sequential and hierarchical in nature. Specific instructions for teaching performance indicators for the goals and competencies stated at the end of each seminar section are provided. Each seminar is divided into 10 sections corresponding to specific group meetings. The format for each meeting includes a list of needed materials and resources; suggestions for preparation; specific directions for conducting the meeting; suggestions for adapting the material; methods for evaluation; and samples of informational handouts, activity sheets, surveys, or homework assignments which can be reproduced for each group member. In addition, each seminar section concludes with an overview of the organizational framework for the seminars, a list of goals for each meeting, and a reference list. (WAS)

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Middle School Seminar Series

Psychological Education

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Georgia Department of Education

INTRODUCTION

PURPOSE The purpose of the groups for *Psychological Education* is to give each individual an opportunity to become an involved member of society through the development of effective interpersonal skills and self understanding. This can be accomplished by making available selected principles to children for their personal use.

OVERVIEW The *MIDDLE SCHOOL SEMINARS* are compiled of three separate guides.

Psychological Education
Personal Education
Achievement Education

Although any of the guides may be used separately, it has been intended that the seminars in *Psychological Education* be prerequisite for all other seminars. It is suggested that for most groups it might be helpful to continue the sequence with the seminars of *Personal Education* and then *Achievement Education*.

CONTENT The program of *Psychological Education* presented in this Leader's Guide is organized into three major Seminars. The Seminars are both sequential and hierarchical in nature. That is, Seminar I is basic to Seminars II and III; Seminar II is basic to Seminar III. The skills that are developed through participation in Seminar I are built upon or are developed to a more advanced level in Seminar II; new material is also presented in Seminar II. The Seminars must be experienced and mastered in the given sequence.

Seminar I: Communication
Seminar II: Understanding Behavior
Seminar III: Changing Behavior

LEADER'S GUIDE The *Psychological Education* Leader's Guide contains specific instructions for the teaching of each performance indicator of the goals and competencies stated at the end of each Seminar section. Also at the close of each Seminar section is a list of suggested references and supplementary materials that Leaders could use.

LEADER'S REFERENCE FOR GROUP TECHNIQUES

The following reference is helpful for those persons who wish to lead groups in *Psychological Education*, but are unfamiliar with specific group techniques:

Anderson, J. L. and Henner, M. Focus on Self Development, Stage Three: Involvement, Appendix A: Group Techniques for Classroom Teachers, page 167. Chicago: Science Research Associates, Inc., 1972.

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Seminar
Communications Training

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Ten Group Meeting Plans
Overview Framework
References

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting.

This seminar for *Communications Training* includes such content as helping students learn appropriate physical behavior for effective communication; ways of attending, responding and contributing in group situations; methods of listening for content, feelings and hidden messages; techniques for verbally acknowledging their and others' feelings; and ways of questioning, refusing or challenging others.

Adaptations

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

Seminar: Communications Training Meeting #1

GETTING ACQUAINTED

Materials and Resources

1. Tape recorder
2. Individual contracts written for students to sign (see the sample following this plan), pens for signing
3. The UNGAME
4. Name tags including one for yourself (optional)
5. A chart listing the behaviors to be brought to awareness and practiced in this session: voice level, speech rate, physical posture, helping one another, and getting acquainted.

Directions

1. Be sure everyone knows everyone else; use name tags if some students are strangers. Be sure everyone knows your name.
2. Explain that the meeting will be tape recorded today in order to find out if everyone is meeting one of the goals to be discussed later. It might be well to assign one student (volunteer) to be in charge of the recorder.
3. Explain the individual contracts and have each student read his/her's aloud and sign it in the presence of the group. You sign your part of it.
4. Ask the students what will be important for them in the group in the areas of speaking and acting. Try to elicit ideas about the things that are important for a person to do in order for others to understand what he/she is saying, i.e., appropriate voice level and speech rate. Also, be certain physical posture is discussed. The leader may effectively act as a model to show appropriate physical posture for effective communication in a group.
5. Explain that the playing of the UNGAME is to give us an activity to do so we can practice: (a) voice level, (b) speech rate, (c) physical posture, (d) helping one another, and (e) getting acquainted.

6. Play the game with the group. This allows you to become less of an authority and more of a model. If the leader goes first it will save time in explaining the game. Agree on the number of turns each person will have before you start. Base this judgment on the time left.

7. Rewind the tape and allow the students to listen to their own voice levels and speech rates. Briefly discuss.

Adaptations

For slower or younger students, it might be well to break this initial meeting into two sessions.

Evaluation

Evaluation of this session is built into the activities; however, the leader may feel that one or more students need to be seen individually for instruction in basic physical skills or should be excluded altogether until they can complete a specific behavior change sequence to better prepare them for small group interaction. It is sincerely hoped that exclusion of students at this point will not be necessary; screening should have identified those students.

GROUP CONTRACT

Directions for using this contract

1. Prepare the contracts in advance by typing or printing in the name of the student and the leader in the text of the contract.
2. The idea of this group contract should have been discussed with the students individually or in small groups, not necessarily the groups to be formed, before the students are presented with them.
3. Each student should read his/her contract aloud in the first session and sign it on the line above "Student" while the group watches. The leader should then read the leader's agreement and sign on the line above "Leader."
4. Keep the contracts and review them periodically.

I, _____, agree to attend group meetings, to take part in the activities, to help others practice the things we are learning, and to make changes in myself that will make me a more effective person.

I understand that what is said in this group is private and is not to be talked about outside of here. If I want to talk about something that happens here, I need to get permission from the group. My permission is necessary for the leader to talk about what I say here to my parents or to my teacher.

I, _____, agree to attend group meetings, to provide activities to help group members practice the things we are learning, and to give individual help to people who need or want it. I will keep these meetings private and will get the permission of a group member or of the group as a whole before discussing what happens here with a parent or teacher.

_____
Student

_____
Leader

Leader: Be sure to explain words such as effective, private, permission and any others that the members do not understand.

Seminar: Communications Training Meeting #2

GETTING GOING

Materials and Resources:

1. Tape recorder and tape
2. Copies of evaluation sheets for each student
3. Puppets (from DUSO kit, other sources or stick puppets) for grades 5-6
4. Story appropriate to age level (see example following this plan)

Directions:

1. Review: Have the students discuss the three objectives they worked on last meeting--voice level, speech rate, and physical posture for effective communication.
2. Have each student play the part of one puppet after you tell them (or have another student read aloud) the story of Snowdrift and the Six Dwarfs.
3. Present the three new objectives for today: eye contact, attending postures, appropriate responses. Discuss these briefly and have the students demonstrate to be sure they understand.
4. Assign each student to observe another student until the next session in the classroom, on the playground, anywhere (bus, gym, etc.) on the behaviors of voice level, speed of speech, and appropriateness of physical communication. Tell them they will give the person they observed (watched) a grade at the next session.

Adaptations:

Omit section 4 for students at a younger age or a slower paced group. Allow older students to improvise or write their own script that depicts the different listening and speaking skills. Then students might desire to roleplay one of the scripts from their group.

Evaluation:

The evaluation for the objective in this session is built in. Further subjective evaluation by the group leader may be conducted with antecdotal notes.

Lower Age Group

SNOWDRIFT AND THE SIX DWARFS

A Play on Words and Actions

Characters

Snowdrift: a person who can be understood by everyone because she speaks and acts as though she cares for those she is with. She understands what everyone says.

Speedy: a dwarf who speaks so fast no one but Snowdrift can understand it.

Pokey: a dwarf who speaks so slowly and moves so slowly no one has time to pay attention to it.

Yappy: a dwarf who speaks so loudly and so often that no one can hear above it's noise.

Flappy: a dwarf who is so active it makes everyone uncomfortable by flapping its arms, standing on its head, walking on its hands and crawling under, over, and on things.

Softy: a dwarf who speaks so softly and is so shy it cannot be heard and is not paid attention to by others.

Giggly: a dwarf who laughs all of the time, when it speaks, when it eats, when it sleeps, and especially when anyone else speaks.

SNOWDRIFT AND THE SIX DWARFS

Setting: A teeny house in the woods. It has one large room downstairs and a large bedroom with six beds in it upstairs.

Scene I: Snowdrift, lost in the woods, stumbles into the little house dead tired from running through the woods. She runs upstairs in the empty house and stretches out across all six tiny beds. She falls asleep. As evening arrives, the owners of the house, six little dwarfs, come home:

Speedy: (speaking so fast no one can understand) Something is wrong here, I know that chair was not knocked over when we left this morning.

Pokey: (speaking so slowly no one can wait for it to finish) Something is wrong here, I know that chair was not knocked over when we left this morning.

Yappy: (speaking so loudly no one can listen; all cover their ears) Something is wrong here. I know that chair was not knocked over when we left this morning.

Flappy: (crawling over everything and under the turned over chair) Something is wrong here, I know that chair was not knocked over when we left this morning.

Softy: (whispering) Something is wrong here, I know that chair was not knocked over when we left this morning.

Giggly: (laughing) Tee Hee. Something tee hee is wrong tee hee here, I know tee hee that chair was not tee hee knocked over tee hee when we left tee hee here this morning tee hee.

All: Lets go upstairs and see what is going on.

The dwarfs all go upstairs.

Speedy: There's a woman up here and she is sleeping on all of our beds.

All: What?

Pokey: There's a woman up here and she is sleeping on all of our beds.

All: You are too pokey, hurry up, we can't wait for you to finish talking.

Yappy: (shouting) There's a woman up here and she is sleeping on all of our beds.

All: (uncovering their ears) What is going on?

Flappy: (walks up the steps on its hands.)

Softy: (whispering) There is a woman up here and she is sleeping on all of our beds.

All: Can't hear you!

Giggly: Tee Hee. There is a woman up here and she is sleeping on all of our beds. What should we do? Tee Hee?

All: We wish you would stop giggling so we could hear what you are saying.

Snowdrift: Waking with a start to see six dwarfs staring at her: Oh, you scared me. I am sorry if I bothered you by taking your beds. Let me cook you dinner to repay you for using your home.

Speedy: You, you want to cook for us?

Snowdrift: Yes, what do you like to eat?

All: She understood what it said!

Pokey: I like to eat hamburgers and french fries.

Snowdrift: I am the best hamburger cooker around.

All: She understood what it said! She waited for Pokey to speak.

Yappy: I'll get the charcoal and can we roast marshmallows too?

Snowdrift: Of course.

All: She didn't have to cover her ears to understand what Yappy said.

Flappy turns cartwheels, crawls under the bed and jumps up knocking into Snowdrift.

Snowdrift: Do you like hamburgers too? You look excited.

All: She cares about what silly Flappy wants.

Softy: I like hamburgers too.

Snowdrift: I am really glad you told me that.

All: She can hear what Softy says too!

Giggly: (Laughing all the time) I, tee hee, want to turn tee hee the hamburgers tee hee and help.

Snowdrift: You sound like a good helper.

All: Giggly didn't laugh while Snowdrift was talking. She listened to what it had to say.

Everyone goes outside to get ready to cook the meal. There is a lot of noise and uproar but Snowdrift continues to understand what the dwarfs say.

Setting: Outside at a picnic table with everyone eating hamburgers.

Speedy: (speaking at a medium speed) Thanks for fixing our meal Snowdrift. I am really enjoying the hamburgers.

Snowdrift: You are welcome Speedy. And thank <u>you</u> for speaking more slowly. It is easier to understand you.

Speedy: I didn't really know I was hard to understand. I thought people just did not want to listen.

Pokey: (speaking at medium speed) The hamburgers are great! Thanks for fixing our meal Snowdrift.

Snowdrift: You are welcome Pokey. And thank <u>you</u> for speaking a little faster. It is easier to understand you.

Pokey: I didn't know I was hard to understand. I thought people just did not want to listen.

Yappy: (speaking in a medium tone of voice) I really like the hamburgers. Thanks for fixing our meal Snowdrift.

Snowdrift: You are welcome Yappy. And thank you for speaking more softly. It is much easier to understand you.

Yappy: I didn't know I was hard to understand. I thought people just did not want to listen.

Flappy: (sitting next to Snowdrift and quietly eating) Thank you for fixing these hamburgers Snowdrift. They are really, really good.

Snowdrift: You are welcome Flappy. And thank you for sitting here quietly. It is easier to eat and talk when you are not jumping around.

Flappy: I didn't know I bothered people by jumping around. I thought people didn't like me.

Softy: (speaking in a medium tone of voice) I am really enjoying the hamburgers Snowdrift. Thank you for fixing them.

Snowdrift: You are welcome, Softy. And thank you for speaking loudly enough for me to hear you better.

Softy: I didn't know I was hard to understand. I thought people just didn't want to listen.

Giggly: (speaking in a straight serious manner) I think these hamburgers are super, Snowdrift. Thank you for fixing them for us.

Snowdrift: You are welcome Giggly. And thank you for not laughing while you or others are talking. It is much easier to understand you and everyone else.

Giggly: I didn't know I bothered people or made it hard to understand me when I giggled. I just like to have fun.

Snowdrift: Now it is my turn to thank all of you for letting me get to know you and like you all.

All: It is great to be able to talk to each other and to be understood and listened to.

END

EVALUATION OF ATTENDING AND RESPONDING SKILLS

_____ is able to:

Student's Name

		Yes	No
1.	Look another person in the eye when that person is speaking to him/her.	___	___
2.	Look at the person to whom he/she is speaking.	___	___
3.	Show that he/she is paying attention to the group member who is speaking by sitting forward.	___	___
4.	Show that he/she is paying attention to the group member who is speaking by turning toward that person.	___	___
5.	Comment on a topic being discussed in a group.	___	___
6.	Ask a question that has to do with the group topic.	___	___
7.	Laugh, show concern, nod or otherwise give the correct non-talking response to group discussion.	___	___

_____

Rater

GROUPS

Materials and Resources:

1. Two copies of the "Report Card" for each student (students will be rating each other)
2. Tape recorder and tape
3. Story "Our Team" (see resource page)

Directions:

1. Distribute the report cards and have each student rate the person he/she watched on the skills listed. Discuss and elicit remediation for anyone who needs it.
2. Discuss ways of responding in a variety of group situations. Discuss positive contributions in group interactions. Elicit both non-verbal and verbal means of responding and contributing. Assign partners to group members to focus on non-verbal attending and responding behaviors.
3. Present the story "The Team."
4. Use the discussion questions to allow students to practice attending-responding and responding-contributing skills.
5. Tape record this discussion; replay to allow students to rate themselves on the verbal skills orally (rather than on paper or an evaluation sheet).
6. Have partners report on the non-verbal behaviors of each other. It is important that the discussion be fair, honest, and open to comments by others. Emphasis should be on positive NOT negative attempts.
7. Each student is given the assignment of keeping a log (written record) of at least five appropriate responses in five different group situations such as school, playground, church or club, store, motion picture theater, family group, etc. and five contributions that he/she made in five different group situations. The log is due for review by the next group meeting although some students may have trouble meeting that deadline; extension could be built in at the time of the assignment.

Adaptation:

If the school schedule permits, the group might be assigned the task of observing younger students on the playground or in class and choosing the appropriate responses for their logs from that setting.

Viewing a videotape, film, or TV could be another source for watching people in a group interaction. Log responses could be chosen from those sources also.

Evaluation:

Built in

PROGRESS REPORT

Grades: L means the person did it every time you watched him/her.

M means the person did it more than half the time you watched him/her.

N means the person did it less than half the time you watched him/her.

O means the person NEVER did it.

P means you did not have a chance to see or hear the person do it.

Student _____

	Grade
1. Used the right voice level, i.e. loudness, softness, high or low pitch for the group.	____
2. Spoke fast enough to be interesting but slowly enough to be understood.	____
3. Used a physical posture that helped him/her be effective in a group.	____

Observer _____

OUR TEAM

This is the story of a group of children that work together to put on a show so they can earn money to take a trip to an amusement park in a city 100 miles away. They do not always agree and they do not always like each other very much but sometimes they get along fine. Whether or not they get along, they manage to work together to get the show put on and to earn the money for the trip.

The members of the team are:

Hannah, Hawthorn, Jerusa, Joshua, Lulu, Lance, and Egbert. The story is told by Hannah.

Hi, we have a very special team that I would like to tell you about. My name is Hannah and I am a member of the team. We call ourselves the Directors because we got together to organize and put on a show at a neighborhood park so we could earn enough money to go to an amusement park this summer. The original crazy idea was Egbert's. He is a funny guy with some pretty strange ideas. He lives in my neighborhood and I used to steer clear of him because he looks kind of strange with his big round eyes and he is always saying things that seem odd. He doesn't play with other kids much but is always around kind of watching and making weird remarks. Anyway, he overheard some kids talking about wanting to go to the amusement park but not being able to convince their parents to take them because it cost too much. Egbert said, "A musical-dance show could earn a lot of money." Well, everyone just rolled his or her eyes at such a silly suggestion. Who ever heard of kids our age putting on a musical-dance show. That was ridiculous!

One of the kids at the park that day was Joshua. He is a kid that always wants to seem to be "with it." He walks around snapping his fingers, strutting, and acting cool. That kind of stuff can turn people off to a person but Joshua has a big smile and he has a way of letting people know he likes them. His latest "with it" thing is fancy dancing and fancy clothes like some popular movie star wears in a movie. Sometime after Egbert made his crazy suggestion that day, Joshua was teaching Lance and Lulu, those funny twins, to do some dance called the Latin Rustle to radio music in the park pavillion. A group of people,

from age six to 87 (that is Mr. Karter, the park senior citizen) gathered around to watch. They started clapping and really got into watching those kids dancing. That was when I started really thinking about Egbert's crazy notion.

I have to stop and tell you about those twins, Lance and Lulu. They never have any ideas of their own but they are willing to follow what everybody else comes up with. They learned to play soccer and that funny board game backgammon last month and the parents of the kids I know are always talking about how clever they are. Clever, my foot. All they do is take the ideas and knowledge of other kids and put on a good show with it because they are what the parents call "cute kids." They have curly red hair, freckles, big blue eyes, and big grins. They both wear braces. One thing about them though, they are good at games both sports type and board games. They seem to be able to talk to each other without words sometimes. Anyway, I was surprised at how quickly they learned that fancy dance from Joshua.

That leaves just two people I haven't told you about: Hawthorn and Jerusa. Well, Hawthorn is just a kid that lives near the park. He doesn't do very well in school. I know because he was in my class last year and had a hard time learning to read. He had some interest in making things though. I remember the teacher calling on him to fix a model ship we were using and asking Hawthorn to make a stage for a puppet show we put on. That stage was something to see. It was painted and decorated and had three curtains that pulled on cords like my mother's living room drapes. The front was decorated witha carved scalloped piece of wood across the front.

Jerusa is a tiny little girl in my class. She was at the park that day helping the crafts teacher teach the little kids to make animals out of paper and paste. I think that is called paper mache. Jerusa doesn't talk much but she has really good ideas about how to make things go together. I have been at her house several times and every time I have been there, her room has been decorated in different ways. She likes to fool around with cloth and artsy stuff. Her clothes are not like anyone elses and she can take something plain like a T-shirt and make it special with beads, paint, sequins or something.

That is everyone on the team but me, Hannah. You might have guessed by now that I am a kind of organizer, the kind of person who likes to see how a crazy idea like Egbert's can be made to work. Well, I did that and I got all the people on our team together. We all seemed to have special things we can do well. We got organized, took a story from one of those old musical films

and put fancy dances and music to it. We had sets designed by Jerusa and built by Hawthorn. The costumes were designed by Jerusa. Joshua designed the dances and he and the twins did most of the dancing and singing. The dancing was okay but the singing was pretty bad. Egbert turned out to be pretty good at acting and we all had at least a small part in the story.

We really had to work at learning to get along and work together. I got really mad at Joshua for paying attention to only his dance parts and with the twins for being so scatter brained. They all did their part though and without them, the show could not have been successful. Hawthorn did a good job with the construction and with the musical equipment. He is just so quiet! I wish he would talk more. I know he has good ideas. Jerusa was always serious and busy. We got along okay but I can't really call her my friend. Egbert just about got me down sometimes. He is so frustrating! He just seems to be in another world and doesn't know what is the right thing to do most of the time. His ideas were good though and without them there would have been NO show. I just had to learn to put up with him. I think he is kind of funny now and like him. I don't know how people feel about me but I bet they think I am bossy. Without me, though, the show wouldn't have gotten organized. Anyway, it got done and we leave tomorrow for three days at the amusement park. It should be fun.

Questions:

What special contribution did each person make?

What did people have to learn to be able to put on the show?

What group things that we have talked about do you think the Directors had to practice? (Elicit attending behaviors)

Seminar: Communications Training Meeting #4

ECHOING

Materials and Resources:

1. Chart from meeting one listing the verbal and non-verbal skills
2. Letter to the teacher
3. Letter to the parent
4. Student tags

Directions:

1. Review the skills of verbal and non-verbal responding and contributing. Use the chart from meeting one as supportive material.
2. Review the logs of the students who have finished them; encourage the group members to support the student who is responding, especially if any of them observed the student carrying out the behavior he/she is describing in the log.
3. Introduce the concept of Echoing (repeating what another has said) by echoing something someone has said to you immediately after it is said, e.g., "You said. . . ."

   Divide students into pairs. Students are to tell what animal they, themselves, would like to be and why; they are to tell the partner what animal he/she reminds him/her of by personality and behavior--not appearance--and why. E.G., Partner A "I would like to be a _____ because _____. Partner B "You would like to be a _____ because _____. If you were an animal I think you would be a _____ because _____." Partner A "You think I would be a _____ because _____." Then switch roles and start again. The person whose message is being repeated is free to correct the Echo. When each pair has finished, briefly discuss the effect of the Echo rule on each person. If time permits, group echoing may afford good practice. Repeat the last speakers message before speaking for yourself.

4. Explain that the students are to practice listening and repeating in other places now. Teachers and parents are being advised that the students may repeat what they say as a way of practicing their listening skills and are to be encouraged; the students are not mocking. Give each student a letter to take home; give a volunteer the letter for the teacher. Be sure the students know and understand the contents of the letter.

5. Remind the students who have not brought in their logs that they are due at the next group meeting for discussion.

Adaptation:

Supplementary Classroom Activities.

Focus III, Unit J, Communication, pp. 105-116 Guide.

Evaluation:

Built in

LETTER TO THE TEACHER

Dear Teacher,

The small group experiences in which your students are participating include the practicing of "active listening" for the next few weeks. Active listening is the process of understanding what a speaker is feeling and putting it into one's own words.

It would be helpful to the learning of your students if you would do the following in the course of your daily dealings with your students.

1. accept a student's repeating what you or someone else says within the limits of <u>your</u> classroom structure; let the students know what these limits are.

2. recognize when a student is practicing "active listening" and give public, positive encouragement to him/her.

3. practice active listening yourself as a model to your students.

If you are concerned about distinguishing active listening from mocking, the tone of voice and the motive of the student should provide adequate guidelines for you. The motive of someone doing active listening is <u>understanding</u> of the speaker's <u>feelings</u>.

Thank you for your cooperation and please contact me if you have any questions.

Sincerely yours,

Group Leader

LETTER TO THE PARENT

Dear Parent,

Your child is participating in a small group learning experience at school. One of the social skills he/she is developing this week is "active listening." One way to practice active listening, the process of understanding what a speaker is feeling and putting it into ones' own words, is to repeat in the same or similar words, that a person says. Your child may be doing that during your discussions, conversations, and interaction this week. I ask that you help your child to improve his/her listening and active listening skills. We are not encouraging mocking but want to help students be aware of what another person is feeling.

Your cooperation will be appreciated; if you have any questions, please call me.

Sincerely yours,

phone _____

Group Leader

Seminar: Communications Training Meeting #5

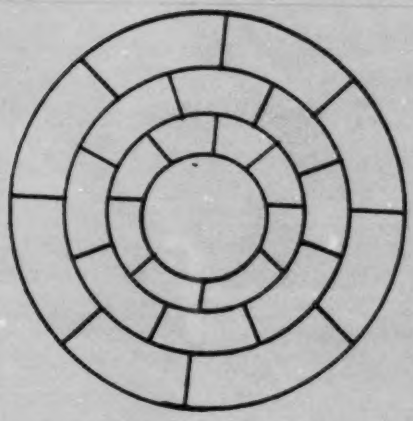
HOW ARE YOU FEELING?

Materials and Resources:

1. One Pain-Pleasure Sheet for each member
2. One Feeling Words Sheet for each member
3. One Label Your Feeling and How is He/She Feeling Sheet for each member's homework
4. Large 36" diameter circle made from paper or cardboard
5. Marking pens

Directions:

1. Finish the logs of the students who have not yet reported on them. Encourage the students to share only what they care to share; encourage the group members to respond to the student who is reporting, especially if any of them observed the student carrying out the behavior he/she is describing from the log. Model such behavior yourself.
2. Tell the students that you will periodically stop them during today's meeting to ask someone to repeat what the person assigned to him/her said. Assign one person to be especially attended to by another person. This could be done by having names drawn from a hat. The person whose name is drawn is to be attended to (listened to carefully enough for the message to be repeated) by the person who drew the name. Leader should draw a name too for modeling purposes.
3. Use the duplicated sheet for Labels for Feelings to promote a discussion of feelings words. Don't forget to have the students Echo now and then.
4. Working in pairs, have students read the pain-pleasure statements to each other; when the pairs have finished, have them role-play some of the statements. Be certain the pain-pleasure dimension is discussed as well as attaching a feeling word to each role-play.
5. Give each group member the chance to tell how he/she felt at sometime during the session and to write that feeling on a shingle on the Big Circle.



6. Homework: Give students How is He/She Feeling and Label Your Feelings to be completed and returned by the next meeting. Since these assignments will be a major part of the next session, be sure to remind students to complete them and return them.

Adaptations:

For younger or slower students, the work sheets may need to be completed during a group session. Activity could be stopped at ten minute intervals to allow group members to report on current feelings.

Supplementary Classroom Activities.

The Funtastic Book, page 41, "Feeling-O."

Evaluation:

Built into the session through oral reporting, echoing and role-playing.

PAIN-PLEASURE SHEET

Working with a partner, listen to the partner use the following sentences. Decide whether you are hearing pain or pleasure. Select a word that describes the pain or pleasure you hear. Following is a list of words that may help you with your selection:

Pleasure		Pain	
happy	in charge of self	left out	helpless
joyous	independent	overpowered	bitter
strong	powerful	angry	hostile
peaceful	hopeful	fearful	rejected
excited	heard	unhappy	embarrassed
gay	understood	jealous	neglected
able		bored	

1. O boy, this was the best weekend ever!

   _____ pain _____ pleasure _____ feeling word

2. When we play ball I never get to bat.

   _____ pain _____ pleasure _____ feeling word

3. Why do we have to do everything that parents say?

   _____ pain _____ pleasure _____ feeling word

4. I hate you!

   _____ pain _____ pleasure _____ feeling word

5. Girls get the best of everything.

   _____ pain _____ pleasure _____ feeling word

6. Riding the roller coaster was a blast!

   _____ pain _____ pleasure _____ feeling word

Act out the statements with your partner. Take turns being the speaker and the listener. Be ready to act out one or two for the group.

LABELS FOR FEELINGS

weak	high	confused
furious	tired	loneliness
childish	sensour	astounded
confident	joy	determination
anger	desirable	playful
trapped	frustration	hysterical
fun	sad	interest
fascination	guilty	cruel
love	hate	bored

beautiful	selfish	neglected
anxious	obnoxious	left out
energetic	cooperative	powerful
competitive	indifferent	peaceful
cold	hostile	overpowered
pride	jealous	hectic
kind	understood	alone
freedom	able	ecstatic

Practice saying these words with voice tone feelings that match their meanings.

LABEL YOUR FEELINGS

Every 15 or 30 minutes for the next few hours stop and name the feeling you are experiencing. Write it down.

Example:

9:15 Interested in conversation of kids across the room. Curious.

10:00 Bored. Sleep and thirsty.

10:30 Angry because my pencil broke.

11:00 Satisfied. Finished my work.

Time	Feeling

HOW IS HE/SHE FEELING?

Are you usually aware of how another person is feeling?

Choose a person to be especially aware of for the next few hours, someone you will be with during that time.

1. Every 15 or 30 minutes for the next few hours, stop what you are doing and write down what feeling you think your person is having. Your list might look like this:

   1:00 -- rushed because Judy had to be at the dentist in ten minutes.

   1:30 -- frustrated because we had to wait in the dentist's office after rushing.

   2:00 -- worried because Judy had some fillings put in her teeth.

   etc.

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Seminar: Communications Training Meeting #6

HIDDEN MESSAGES

Materials and Resources:

1. Homework sheet How is He/She Feeling from Group Meeting 5
2. Hidden Message examples, "What is Being Said?" Story
3. Hidden Message cards
4. UNGAME

Directions:

1. Discuss the feeling words that were used in the last meeting.
2. Use the homework assignment How are You Feeling? to start a discussion of what it means to be alert to your own feelings. Group leader may model by sharing his/her homework assignment.
3. During the discussion continue to have assigned partners echo now and then for further practice in the skill of active listening.
4. Discuss the homework assignment How is He/She Feeling? Again, leader may model; encourage echoing when you ask for it.
5. Talk about hidden messages in the conversations between people. Use the list of hidden messages included at the end of this lesson to provide examples of the hidden messages people can send and what they mean. If time allows, present the story "What is Being Said" and determine how the hidden messages are used by the characters.
6. Using the "Hidden Message" cards, play the UNGAME following the usual directions. The group leader should play in order to be alert to members who are having difficulty and for modeling.
7. Homework: Each student is to bring to the next group meeting two examples of hidden messages; stress that the students should remember the situation (where, who, what, etc.) in which the message was given.

Adaptations:

For slower or younger students, the cards may have to be read aloud.

Evaluation:

Built into discussion and game.

EXAMPLES OF HIDDEN MESSAGES

Example	Hidden Meaning
Mother returned home from shopping: "I hope you two had a good time today at my expense."	I suffer when you have fun.
Father dislikes the sight and smell of his daughter's dirty feet: "Don't you ever wash your feet like a human being?"	You are not worthy to be human.
Is that <u>all</u> you have done?	I think you should have done more.
Only kids who are my friends can join this club.	You are not my friend; you are not good enough to be my friend.
My dad earns more money than your dad.	My dad is better than your dad; earning more money makes a person more valuable.
You'll do better when you grow up.	You are immature and did not perform well.
Here, I'll do it for you.	You are not able to do things for yourself. You are helpless.
You enjoy life.	I think you are fun to be around. You make me feel good.
You are the kind who can do it.	I think you are able to do things. I trust you.

Upper Age Group

WHAT IS BEING SAID?

Setting: Room with six desks

Scene: The group is staying in from recess; J-S, Lynne, Sam and Tim are working on math. Mona is writing sentences. S-J is working on a project. Each child is seated at a desk. J-S stays seated for the first half of the skit. After *he/she gets out of his/her seat and stands or leans on desks until * toward the end of the skit.

1. J-S: I <u>really</u> feel bored. Staying in from recess is dull. (Looks at Sam) I get mad when you get us in trouble like this because I want to play ball at recess.
2. Sam: (Looking at J-S) I didn't know she would hear us. Besides I needed to know and I don't like to ask the teacher.
3. J-S: (Looking at Sam) You're afraid of sounding (Pause) dumb or ridiculous when you ask the teacher a question. But that <u>is</u> kind of foolish--I have trouble respecting that.
4. Sam: I don't think it's foolish. I just don't want to look, well . . .
5. S-J: And the kids are listening, too. Sometimes they laugh when one of us says something. That makes anyone feel silly and stupid.
6. Sam: I'm glad you know what I mean S-J.
7. Mona: How come you're staying in, S-J? You didn't do anything to make the teacher mad.
8. S-J: (Looking at Mona) Hey, there <u>are</u> other reasons for staying in than being in trouble, but <u>you</u> wouldn't understand that, Mona.
9. J-S: (Looking at S-J) Hey, S-J, say what you mean. Quit the hidden message stuff! Mona can't understand why she gets in trouble all the time. I understand that she feels confused and frustrated because the teacher calls her a trouble maker and she can't figure that out.

10. Mona: That's it, J-S. I feel frustrated because I get in trouble more than any of you.

11. J-S: We all stay in for different reasons. (Looks at S-J) When you stay in it is not 'cause you have to, right S-J?

AFTER THIS, J-S DOES NOT LOOK AT THE PERSON HE/SHE IS SPEAKING TO

12. S-J: Yeah, J-S. Thanks, you helped me understand that better.

13. J-S: I feel good when you understand better, S-J, because I get a charge out of helping. (Pats self on the back; raises hands clasped in a cheer over his/her head)

14. Lynne: (Looking at J-S) Do you know what we're supposed to do on this math assignment, J-S?

15. J-S: (Not looking at Lynne) I'm busy, Lynne. I'm not helping <u>you</u>. Do your own crummy math assignment! (Makes a face while looking at Tim for approval)

16. Lynne: Oh, come on, J-S. Don't start one of those black moods of yours. I need help with this math!

17. J-S: (Irritatedly) I <u>said</u> NO! You really make me mad, (scowls and shoves a book off the desk). (Does not look at Lynne)

18. Mona: Well, somebody help her!

19. J-S: (Sigh) I'm sorry, Lynne. But I'm seven pages behind in math as it is. (Still does not look at Lynne)

20. Sam: I never did find out the answers. The teacher jumped on J-S before he/she could help me.

21. J-S: Why don't we work together? That might speed things up. You okay with that, Lynne?

22. Lynne: (Nods yes) Does anyone else need help or wanna join?

23. Tim: I'll be glad to help. I'm almost done here. Sure hope the teacher likes my work.

24. S-J: Pooh, Tim. You worry too much about what the teacher thinks.

25. J-S: Teacher, ha, S-J! Tim A-GO-NIZ-ES over what <u>everybody</u> thinks. (Pauses then sings:) Tim has a crush on the teacher!

26. Tim: I do not!

27. S-J: (Softly) At least you do care, Tim. (Looking at J-S) Unlike <u>some other</u> people who don't give a darn.

28. J-S: Ooops! (Not looking at S-J) Do I detect a hidden message there, S-J? I'll bet you think I'm not very sensitive to Tim.

29. S-J: That's right, J-S. Tim just seems to feel he has to please people.

30. Mona: I'm tired of writing these dumb sentences. Does she really think this will make me not talk so much?

31. J-S: (Not looking at Mona) The teacher that invents a cure for your talking will get my vote, Mona! (Looks around, grinning and seeking approval; moves hand in a talking motion.)

32. S-J: Now who is sending a hidden message, J-S, and showing no respect?

33. J-S: (Not looking at S-J) Okay, okay. I am glad when you call me on those hidden messages, S-J, 'cause I wanna be straight. Hey, Mona, are you still feeling so mad and disappointed at Mrs. Shueman for keeping you in? Bet you'd rather be outside playing, huh?

34. Mona: You got it! I'd like to be practicing track with the rest of the kids.

35. J-S: What you're really saying is that outside you don't have to be quiet. I'll bet you just feel tied down and smothered when you can't be active. Is that right, Mona?

36. Mona: (Nods her head "yes" and starts to speak)

37. Lynne: Gosh, this is hard. What's the answer to number six, J-S?

38. J-S: I told you we'd work on it together (pause) division breath. (Makes signs like he/she is smelling bad breath)

39. Tim: If you're so concerned about numbers, Lynne, how many points in a touchdown?

40. S-J: Whoa! You guys are really on Lynne's case. I know you really need help, Lynne. J-S, won't you get on the stick and work together on this math?

41. J-S: NO! (Shouting) (Then, angrily) Butt out S-J, (Pause again gaining control) I get mad when you try to tell me what to do because you think you are smart.

42. S-J: Well, at least you are straight with the way you feel.

43. J-S: Come on, you guys. (Moving desks together) Let's get this crummy math done! Which one you working on, Lynne?

* TIM AND SAM SIT CLOSE TO LYNNE WITH ALL WORKING ON MATH. J-S STANDS, LEANS, ETC. MONA COMES OVER TO SEE WHAT'S GOING ON.

44. Mona: Gee, Lynne. You don't have anything done. You could put your brains in a gnat's hand and still have room for your spine!

45. J-S: (Laughs and snorts)

46. Lynne: Mona, I wish you'd just leave us alone. You're making me sick with your big mouth. (Turns her back to Mona)

47. J-S: Hey, Lynne. I know you don't like to be laughed at, nobody does, right, Sam?

48. Sam: (Nods "yes")

49. J-S: Mona, that's just a case of putting your foot in it again. I know you want to be clever and feel important but that's really not the way. (Pause) It was funny, though!

50. Sam: Yeah, it feels lousy to be laughed at.

51. Mona: I guess I get recognized for talking--and how! I get a lot of attention for foot and mouth disease, too. I wish I'd get recognized a lot less.

52. S-J: Humph! (Rolling eyes upward)

53. J-S: I think you're trying to say you wish you'd get recognized for good things rather than just bad ones. We all feel that way, right gang?

54. Sam: Yeah, and we're going to get a lot of attention if we don't get this math done. The teacher will have a cow if our stuff isn't finished.

55. J-S: The hidden message there is: shut up and get busy.

56. S-J: I don't want to have to stay in this afternoon with you guys 'cause you didn't do what you're supposed to. My project's just about done.

57. J-S: You are saying that you only want to stay in when <u>you</u> choose to. We already know that. Hey, S-J, you seem to be feeling uneasy or squeemish. I can understand that since you are the only one here by choice.

58. Tim: (Worriedly) Is that the teacher coming? I hear something.

59. J-S: Don't worry, Tim. I know you're afraid the teacher will catch you before you get the work done. You're afraid you won't do what she wants you to. I really get to feeling uneasy when you whine like that (pause) because you are a great guy.

60. Tim: Hey, thanks, J-S. I didn't know you felt that way . . . .

61. J-S: (Embarrassedly) Shut up! I don't want to hear any sloppy feelings.

62. S-J: Hey, guys (reproachfully) It is super to be able to talk--we never get a good chance to, right Mona?

63. Mona: Yeah. Maybe I could be quieter if we had a talk period during the day.

64. J-S: Sounds like you are hopeful that you can change that stuff that gets you in trouble, Mona. Feel optimistic? Great!

65. S-J: I think I'll ask the teacher for some time every day when we can talk to each other. Anyone want to help me?

66. Tim: Not me. She might not like that at all!

67. Sam: Me neither!

68. S-J: I am glad so many of you want to help me. I'll do it myself, then. You guys would be so brave you would wait for someone to tell you when to leave a burning building.

69. J-S: Whoops! Another hidden message, S-J.

70. S-J: Yeah, and you could have helped, J-S. The teacher would listen to you. Won't you go with me?

71. J-S: (Slams book closed) Hey, don't blame me! NO, I won't help you.

72. Tim: Hey, J-S. You okay? You're acting kinda silly. Bet the math is giving you trouble.

73. J-S: (Sheepishly) Yeah, Tim. I feel glad when you call my attention to that dum stuff I do 'cause I don't really wanna do that. (Pause) I think that book slamming really makes <u>you</u> nervous.

74. Lynne: It's really getting late. Can't we finish this math? This square root stuff is awful! I need (gets interrupted by J-S.)

75. J-S: Here let me do it for you (grabs paper). I'm tired of fooling around talking about feelings. Let's get down to business so we don't have to stay in this afternoon.

76. Lynne: Give me back my paper, J-S. I gotta learn how to do that so I can pass the test.

77. J-S: Forget it, Lynne. You want my help, you take it on my terms. I don't care about your old test. And I don't want to talk about the way you feel!

78. Sam: Come on, J-S. Help her or leave her alone.

79. J-S: (Mimicking) Help her or leave her alone. No, I'll do it <u>for</u> you, Lynne and just keep quiet about it.

80. S-J: Lynne, come over here and I'll help you if he/she is going to be so obnoxious. A rock is more sensitive than J-S.

81. J-S: (Ignores, puts nose in the air) I'm not going to translate. I'm not giving an "I-message" either!

82. Tim: Wow, J-S. You are really in a bad mood. Let's get this darn math done so we can all feel better.

83. J-S: Tim, I'm starting to feel anxious when you keep talking about the math because I'm afraid we won't get it done. But, I don't really care how you feel or what you really mean.

84. Mona: Wow. I finally finished these darn sentences.

85. S-J: I wish <u>others</u> would finish their work!

86. J-S: Okay, S-J. quit the hidden messages! I'm going to ignore the whole thing. I'm not going to give you the pleasure of knowing whether I understand or not!

87. Lynne: (Closing her book and putting her paper away.) Thanks for helping me, S-J. It really feels good to be finished. Do you need some help, J-S?

88. J-S: NO! (Pause) Hey, I don't think you're really offering anyway . . . (Sits down)

89. Sam: Well, I'm finished now, too.

90. J-S: I am starting to feel angry when everybody gangs up on me because I just tried to be helpful! I just don't wanna hear what anybody has to say.

91. Mona: Can I borrow your eraser, J-S?

92. J-S: Mona, I know you are feeling sorry for me and are trying to change the subject, but NO, <u>I Need</u> the crummy eraser.

93. S-J: J-S, do you mind if I use your ruler?

94. J-S: Yeah. Keep your mitts off my stuff!

95. Lynne: Has anybody seen the J-S we used to know? This new kid is hard to get along with. (Pause) I'd like to use your <u>Charlotte's Web</u> for my book report, J-S.

96. J-S: (Frowning) Just you leave my stuff alone! I'm not lending anything to anybody!

97. Lynne: See.

98. J-S: I don't know what you are talking about, you guys.

99. S-J: You really are out of it, J-S, you are missing your pet hidden messages and don't even understand what people are saying. Come back with us.

100. J-S: What are you talking about?

101. S-J: That was a hidden message meaning "we like you and want you to be the old J-S."

102. J-S: Wow! You are trying to be nice to me. That's neat. I feel frustrated when I can't get my math problems because I am supposed to be the smart one here!

103. All: We'll help you.

HIDDEN MESSAGES GAME

Directions: Play the Hidden Messages Game on the UNGAME board following the general directions for playing the UNGAME. Place the Hidden Messages slips cut from the page below on the UNGAME board. When a player lands on a space for drawing a card, he/she draws a Hidden Message slip, reads the Hidden Message aloud and tells what the hidden meaning is. No one may speak until the player is finished. Other hidden meanings may be discussed then.

HIDDEN MESSAGE

Mother returning home from shopping: "I hope you two had a good time at my expense."

HIDDEN MESSAGE

Father dislikes the sight and smell of his daughter's dirty feet: "Don't you ever wash your feet like a human being?"

HIDDEN MESSAGE

Is that <u>all</u> you have done?

HIDDEN MESSAGE

Only kids who are my friends can join this club.

HIDDEN MESSAGE

My dad earns more money than your dad.

HIDDEN MESSAGE

You only got a "C" on that test!

HIDDEN MESSAGE

I really hope you enjoyed eating the cake I was saving for my dessert.

HIDDEN MESSAGE

Your pink and purple beads really go well with your red hair.

HIDDEN MESSAGE

You must really like to eat.

HIDDEN MESSAGE

She is always reading something deep like "Jack and the Beanstalk" or "Mother Goose."

HIDDEN MESSAGE

The dog eats neater than you do.

HIDDEN MESSAGE

To a person who fell down: "Don't worry, you'll learn how to walk some day."

HIDDEN MESSAGE

Make up your own.

HIDDEN MESSAGE

Make up your own.

HIDDEN MESSAGE

I'm sure you can handle the problem.

HIDDEN MESSAGE

You'll figure it out.

HIDDEN MESSAGE

You got a pretty good grade, but I know you can do better.

HIDDEN MESSAGE

What do you think?

HIDDEN MESSAGE

I wish you would stop being such a pest.

HIDDEN MESSAGE

I think best when I'm by myself, alone here.

HIDDEN MESSAGE

To visitor,

"I've got so much work to do before I go to bed."

HIDDEN MESSAGE

I only help my best friends.

A CAN OF FEELING-MAKERS

Materials and Resources

1. Homework sheets from the last group meeting
2. A Can of Feeling-Makers for use in a verbal - non-verbal game of identifying feelings (the feeling makers may be cut apart and placed in a large tin can that has been covered with fabric or adhesive paper)
3. Copies of log sheets for partners to fill out on friends.

Directions

1. Discuss hidden messages; have members share the examples of hidden messages they collected as homework. Be sure to have the situation in which the hidden message occurred described. Have available hidden messages and situations you collected yourself.
2. Discuss the "why" of the use of hidden messages and the effect they have on communication between people.
3. Review some of the feeling words from Label Your Feelings (Group Meetings) before doing the Can of Feeling-Makers activity.
4. Have the students form a circle, sitting on the floor (or sitting in their chairs) with the Can of Feeling-Makers in the center. A volunteer may select a slip of paper from the Can, read the situation and express the immediate feeling he/she might have in that situation either verbally or non-verbally as indicated on the slip.
5. Have each student choose a partner to whom he/she is to express feelings for the next few days. The partner is to keep a log of feelings expressed by his/her friend; that is, the partner writes down the situation and the feelings expressed, either verbal or non-verbal for that friend over the course of a few days. The logs are to be used in the next group meeting.

Adaptations:

Supplementary Activity for younger students
Duso II
Lesson 4, Expressing and listening for feelings.

Evaluation:

Built into the game.

SITUATIONS FOR A CAN OF FEELING-MAKERS

Someone calls you a bad name during recess.

How do you feel? (verbal)

Your father comes up the drive with a new bike for you.

How do you feel? (non-verbal)

Someone tells you you did a nice job on your English report.

How do you feel? (verbal)

Someone tells you to shut-up.

How do you feel? (non-verbal)

Your dog gets hit by a car.

How do you feel? (verbal)

The ball game is stopped just as you come to bat.

How do you feel? (non-verbal)

Your drawing is selected for display in the main hall bulletin board.

How do you feel? (verbal)

Your brother wins a prize as best broad jumper in his grade.

How do you feel? (non-verbal)

Your best friend sees you in the store and brings his/her mother to meet you.

How do you feel? (verbal)

Plans for your family to visit an amusement part are cancelled.

How do you feel? (non-verbal)

The new pup tears up your favorite space posters.

How do you feel? (verbal)

Someone you know from school sees you but ignores you.

How do you feel? (non-verbal)

Someone in your house wears the T-shirt you planned to wear to impress a special boy or girlfriend.

How do you feel? (verbal)

Kids in the locker room always borrow your stuff and never let you borrow anything.

How do you feel? (non-verbal)

Kids talk about you or tease you behind your back.

How do you feel? (verbal)

LOG SHEET

To be filled out by a partner on the friend who chose him/her.

Name of Friend (observed)_____ Name of Partner (observor)_____

Situation	feeling expressed	verbal	non-verbal
Example: fell off swing; scraped knee	pain; scared		crying

Seminar: Communications Training **Meeting #8**

SHOWING I CARE

Materials and Resources:

1. **Logs**
2. **Directions for the Rescue Game**
3. **Signs for each Rescue Game role, i.e., Vic or Vicky Victim, Rhonda or Russ Rescuer, Percy or Priscilla Punisher, and Ellen or Eddy Encourager**
4. **Chalkboard and chalk or newsprint and marker**
5. **Tape recorder and tape**
6. **Sample Communication Skills Chart**

Directions:

1. **Each partner is to report to his/her friend, in the presence of the group, at least one example of the friend having expressed a feeling verbally and a feeling non-verbally, from the log the partner kept on the friend. The partner should include the situation in the report.**

2. **The vehicle for learning and practicing the skills of today's lesson is The Rescue Game (see separate instructions). Before playing the game it will be necessary to discuss with the students the behaviors expected of them:**

   a. **state the feelings of another in your own words.**

   b. **show concern and respect for another's feelings, statements, and uniqueness through body posture and accurate verbal response.**

   c. **help others discuss their feelings in specific ways.**

   d. **volunteer personal information.**

   e. **communicate understanding and respect.**

   Write the five behaviors on the chalkboard or on newsprint allowing a column for checkmarks for each group member including the leader. (See the example following this meeting description.)

3. When students understand the five communication behaviors for today's practice, introduce The Rescue Game. This game is to be resumed at the next group meeting so finishing it is not necessary. Tape the Game for evaluation purposes during the next meeting as well as for examples of effective and non-effective communication.

Adaptations:

For slower or younger students, fewer behaviors may be worked on during the game.

Evaluation:

Built into the log exercise and in the taping of The Rescue Game.

THE RESCUE GAME*

Roles

Vic or Vicky Victim:	a helpless person who cannot help him/herself and wants others to help him/her.
Percy or Priscilla Punisher:	a person who believes the Victim is helpless and that it is the Victim's own fault.
Rhonda or Russ Rescuer:	a person who believes the Victim cannot help him/herself; the Rescuer believes he/she can help the victim.
Ellen or Eddy Encourager:	a person who believes the Victim can help him/herself; the Encourager believes he/she can help through understanding and respect.

Explain the Game to the Group: Four of us will play a game called Rescue. I need four people to play the four parts. One part is the bad guy or Punisher. This person is mean and likes to pick on the Victim whom he/she thinks is helpless. The Victim acts helpless like he/she cannot do anything for him/herself. The Rescuer may look like a good guy because he/she wants to take care of the Victim and do things for him/her. The Rescuer really is just keeping the Victim from learning how to take care of him/herself. The Encourager is the person who uses all the behaviors we talked about earlier. He/she helps the person feel understood and respected and also allows the Victim to solve his/her own problems.

Situation #1: The Victim gets blamed for something he/she did not do by the Punisher and is saved from having to take care of him/herself by the Rescuer.

Situation #2: The Victim gets blamed for something he/she did not do by the Punisher and is encouraged to help him/herself by the Encourager.

Other Group Members: Practice any of the five behaviors that is appropriate either during the play or in a discussion of it.

Expansion: If there is time, one person will play Victim and the rest of the group will play Rescuers and Encouragers. The Rescuers and Encouragers should practice the five behaviors while one group member observes and records the communications on the board or on newsprint.

*Adapted from Hendricks, G. and Wills, R. The Second Centering Book.

SAMPLE COMMUNICATION SKILLS CHART

	Names							
1. . . . tells what another person's feelings are.								
2. . . . shows concern for someone's feelings, words, and differences in posture and words.								
3. . . . helps others talk about their feelings.								
4. . . . acts toward someone in a way that shows understanding and respect.								
5. . . . volunteers personal information.								

Seminar: Communications Training Meeting #9

RESCUING

Materials and Resources:

1. Directions for The Rescue Game (See Seminar I, Group Meeting 8)

2. A chart presenting the three new skills to be developed in this session (e.g., complete the chart that was started for the last group meeting by adding "questions others with 'when' and 'how,' refuses requests appropriately, and states own feelings in an 'I-message'"). Be sure to understand these skills

3. A chart with the five skills presented in Group Meeting 8 listed on it

Directions:

1. Review the skills worked on during the last Group Meeting. Using the chart which contains the three new skills, present them to the group; elicit examples of the kind of behaviors they will be working on.

   When and how questions show interest and a willingness to communicate and clarify and understand.

   Refusing requests takes many forms. Appropriate refusal entails firmness and politeness. E.g., "I know you want to stay here longer, but I have to be home in 15 minutes." "No thanks. I don't use tobacco." "I can't go this time but maybe some other day." "Thanks for the invitation. I'm sorry I can't come."

   The "I"-message follows this pattern: I feel _____ when you _____ because _____. It prevents blame and neutralizes anger. Warn the children that the use of "I"-messages can be construed as inappropriate by adults who are in power. Part of the skill is in knowing who will treat kids with enough respect to listen to their feelings. They can use it on each other and help those around them to accept it, i.e., family, etc.

2. When you are reasonably certain all group members understand the skills, resume the expansion form of The Rescue Game while someone checks off the individual's use of the skills--all eight this time. Tape record the interaction. Allow about five minutes for evaluation of the interaction.

3. For purposes of evaluation, play parts of the tape and have group members point out the skills used during the interaction or places where any of the eight skills could have been worked on.

Adaptation:

If further work seems to be necessary in working on these communication skills, the following game might be of use:

Needed: A container or envelope with each of the eight skills written on a card. That is, there will be eight cards or strips of paper with a skill written on each. On another color of paper, write the name of each group member including the leader on a separate slip of this paper. During a discussion, each group member draws (1) a name, and (2) a skill from the container. He/she is responsible for using that skill on that person's interactions in the group discussion. Use a timer to tell members when to draw another set. Keep the discussion moving and have someone keep score or tabulate the members' use of skills. A chart could be used again or the tab-keeper could say, "Sue, I heard you give an 'I-message' to Joe" and give Sue a token (poker chip or other token).

Evaluation:

Built into the session.

COMMUNICATIONS SKILLS CHART

	Names							
1. . . . questions others with "when" and "how."								
2. . . . refuses another's request appropriately, that is stays firm but polite.								
3. . . . states his/her own feelings and opinions using an "I-message."								

1. . . . tells what another person's feelings are.								
2. . . . shows concern for someone's feelings, words, and differences in posture and words.								
3. . . . helps others talk about their feelings.								
4. . . . acts toward someone in a way that shows understanding and respect.								
5. . . . volunteers personal information.								

Seminar: Communications Training Meeting #10

EVALUATION

Materials and Resources:

1. Large chart with the eight skills listed on it
2. Two copies of evaluation sheets for each group member
3. Pens, one for each student

Directions:

1. Review the skills presented in Group Meetings 8 and 9. Use the chart and have the members give specific examples of the kinds of behaviors represented by each. Encourage them to use examples of situations they encounter at school and home.
2. Give each student an evaluation sheet to fill out on self. Have them complete these and collection them.

Adaptations:

The evaluation sheet may have to be reworded or explained for younger or slower students.

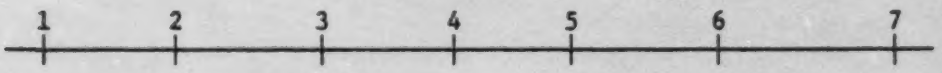
Evaluation:

Rating Scale for Communications Training
Seminar Evaluation Forms

Name _____

RATING SCALE FOR COMMUNICATION TRAINING

Directions: Below are some statements about things we have been talking and learning about in our meetings. Try to decide how well you perform the behavior listed in each item below. Decide on a number rating according to the description below the number. Write the number that best describes you in the little box.



Never Seldom Sometimes Half Often Frequently Always

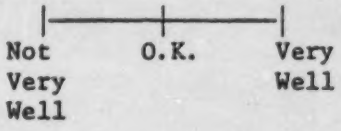
I CAN:

1. . . . stay seated during a group discussion or group activity. ☐
2. . . . look another person in the eyes when he or she speaks to me. ☐
3. . . . help in a group by adding something to the discussion or activity while giving others a turn. ☐
4. . . . show I understand what someone said by saying the same thing in his or her own words or by nodding. ☐
5. . . . help others talk about their feelings by suggesting specific words to describe the feelings. ☐
6. . . . tell when someone is sending a "hidden message." ☐
7. . . . tell or show how I am feeling in a socially appropriate way. ☐
8. . . . let others know I understand their feelings and respect them. ☐
9. . . . refuse another's request in a socially acceptable way. ☐
10. . . . state my feelings and position on a topic in an "I-message." ☐

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content



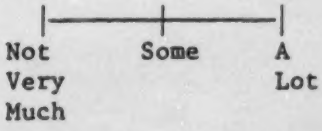
2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned



5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about communications with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PSYCHOLOGICAL EDUCATION

SEMINAR: COMMUNICATIONS TRAINING

A. Individuals will develop basic cultural skills necessary to effective communication.

1. Individuals will demonstrate appropriate physical behavior necessary to effective communication in a group.

Meeting #1: Getting Acquainted

a. Individuals are able to use appropriate voice level in a variety of group situations.
b. Individuals are able to use appropriate speech rate in a variety of group situations.
c. Individuals are able to use appropriate physical posture necessary for effective communication in a group.

2. Individuals will demonstrate ways of attending and responding in a group situation.

Meeting #2: Getting Going

a. Individuals are able to use eye contact when speaking to someone and when being spoken to in group interactions.
b. Individuals are able to use attending postures while listening during group interactions.
c. Individuals are able to use appropriate responses during group interactions.

3. Individuals are able to demonstrate responding and contributing during group interactions.

Meeting #3: Groups

a. Individuals are able to respond appropriately in a variety of group situations.
b. Individuals contribute positively to group interactions in a variety of group situations.

B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

1. Individuals will demonstrate that they can listen to what another person is saying.

Meeting #4: Echoing

a. In a variety of situations, individuals are able to repeat the basic content of what another person is saying.
b. In a variety of situations, individuals are able to verbally indicate when a person has not correctly repeated the content of what another person says and what was incorrect in the repetition.

2. Individuals will demonstrate that they can listen for a speaker's feelings.

Meeting #5: How Are You Feeling?

a. For a variety of situations, individuals are able to indicate:
   (1) whether a speaker is expressing feelings of being happy or being upset, and
   (2) the reasons for their decisions.
b. For a variety of situations, individuals are able to indicate:
   (1) whether a speaker is expressing feelings of happiness, sadness, anger, or fear, and
   (2) the reasons for their decisions.
c. Individuals are able to present a variety of words that describe the feeling a speaker may be expressing.

---

3. Individuals will demonstrate that they can recognize hidden messages.

Meeting #6: Hidden Messages

a. In a variety of situations, individuals are able to indicate when a speaker is sending hidden messages.
b. In a variety of situations, individuals are able to state the hidden message a speaker is sending.

C. Individuals will develop skills in effective verbal expression.

1. Individuals will be able to demonstrate appropriate self-disclosing techniques in interpersonal interactions.

Meeting #7: A Can of Feeling-Makers

a. Individuals are able to identify their own immediate feelings.
b. Individuals are able to appropriately verbalize their immediate feelings in a variety of interpersonal interactions.
c. Individuals are able to indicate their immediate feelings appropriately in a nonverbal manner in a variety of interpersonal interactions.

---

2. Individuals will demonstrate appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

Meeting #8: Showing I Care

a. During a variety of interpersonal interactions, individuals are able to state the feelings of another in their own words.

Meeting #8: Showing I Care (contd.)	b. During a variety of interpersonal interactions, individuals are able to communicate concern for another's feelings, statements, and uniqueness as a person through integration of body posture and accurate verbal response. c. During a variety of interpersonal interactions, individuals are able to help others discuss their feelings in concrete ways. d. During a variety of interpersonal interactions, individuals are able to volunteer personal information. e. During a variety of interpersonal interactions, individuals are able to respond to a situation and feeling in a manner that communicates understanding and respect.
	3. Individuals will demonstrate the basic ability to question or refuse or challenge another in interpersonal interactions.
Meeting #9: Rescuing	a. During a variety of interpersonal interactions, individuals are able to appropriately question another in terms of "when" and "how." b. During a variety of interpersonal interactions, individuals are able to appropriately refuse another's request.
Meeting #10: Evaluation	c. During a variety of interpersonal interactions, individuals are able to appropriately state their own feelings and positions by giving an "I-message" to another.

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Dupont, H., Gardner, O. S., and Brody, D. S. Toward Affective Development (TAD). Circle Pines, Minn.: American Guidance Service, Inc., 1974.

Gazda, G. H. Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, Inc., 1973.

Gordon, T. Parent Effectiveness Training. New York: Peter H. Wyden, Inc. 1970.

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Ivey, A. E. and Gluckstern, N. B. Basic Influencing Skills: Participant Manual. North Amherst, Mass.: Microtraining Associates, Inc., 1976.

COMMERCIAL MATERIALS

Anderson, J. L. and Henner, M. Focus on Self Development, Stage Three: Involvement. Chicago: Science Research Associates, Inc., 1972.

Dinkmeyer, D. Developing Understanding of Self and Others (DUSO) D-1 and D-2 Manual. Circle Pines, Minn.: American Guidance Service, Inc., 1973.

DUSO. (see Dinkmeyer, D.)

COMMERCIAL MATERIALS (CONTINUED)

Focus. (see Anderson, J. L.)

Hannaford, M. J. (Coordinator). The Funtastic Book. Gevinett County, Ga.: Gevinett County Elementary Counselors Association, 1976.

Harmin, M. Making Sense of Our Lives. Niles, Ill.: Argus, 1974.
S102 How Are You Feeling?
S133 Feeling Words
S160 Feelings Display

Making Sense of Our Lives. (see Harmin, M.)

The Ungame. San Diego, Calif.: Pennant Educational Materials, 1975.

Seminar
Understanding Behavior

•

Eight Group Meeting Plans
Overview Framework
References

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Human Systems Consultants, Columbia, Missouri,
has granted permission to use the
Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources:

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions:

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting.

This seminar for *Understanding Behavior* includes such content as helping students learn how to appropriately express and fulfill their affective needs and beliefs, recognition of the goals of misbehavior and goals of positive behavior, and how to support others' positive affective needs and beliefs through the process of encouragement.

Adaptations:

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations:

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

Seminar: Understanding Behavior Meeting #1

I NEED-YOU!

Materials and Resources

1. Chalkboard and chalk or newsprint and felt-tip marker
2. Chart of the developmental objectives from previous seminar to keep posted through this seminar
3. A "Charades Can Game": cover a can of any size (no smaller than a 6 oz. size) with paint or adhesive paper; cut and fold slips of paper such as those found at the end of this plan. Write "The Can" on the outside of the can. (Or the same can from Seminar I can be used.)

Directions

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Discuss with the group that now they will begin a new phase of study. It will deal with understanding why people act the way they do--their goals of behavior. In order to really use communications skills effectively, it helps to have some way of understanding what is going on in the other person's life.
2. Continue the discussion by having the students present examples of behaviors they have seen that have puzzled them.
3. Introduce the idea that one way of understanding the actions of others is to look at their emotional needs. Have the students create a definition for emotional need (keep it very general).
4. Allow the students to brainstorm some emotional needs that everyone has. Write them on a chalkboard or newsprint.

5. Present the four basic emotional needs that are generalized here and write them near the "brainstormed" ones.

   -- The need to love
   -- The need to be loved
   -- The need to belong and to be important to others
   -- The need to feel worthwhile and to be treated with dignity

   (Be sure the members understand the meanings of worthwhile and dignity.)

6. Assist the students in matching their ideas to the four generalized needs that were presented.

7. Introduce the "Charades Can Game" as a way of helping to learn more about the four basic emotional needs. Explain that the "Can" will be passed around the circle. Each player will choose a slip of paper, read to the group what it says, and then answer the question. None of the other group members may comment on what was said until it is his/her own turn. The player who is choosing the slip of paper has the option of putting it back if he/she does not like it and choosing another. If the leader does not want a lot of repetition to occur, the used slips may be placed in a separate dish. The leader might give an example or be the group member who begins, whichever is most comfortable at the time.

8. Pass the "Can" around as many times as you feel time, interest, and enthusiasm warrants.

9. Evaluate this session with the group members by asking:

   What did you learn today?
   What did you think about this?
   How do you think it will help you later on?

Adaptations

If there is additional meeting time, the students may discuss and generate their own situation slips to go into the Can Game. Members could also turn this game later on into a charades-type game where other members guess the need they are describing and expressing.

Evaluation

Questioning at the close of the session.

CHARADES CAN GAME

<u>You have the need to love</u>. Your parents just gave you a new puppy for your birthday. He is so cute. How might you act?	<u>You have the need to love</u>. You've always looked up to your older brother, but now he has run away from home. You feel deserted. How might you act?
<u>You have the need to feel worthwhile and to be treated with dignity</u>. You are talking with your teacher in the hall about a special project. Another teacher comes up and tries to interrupt. Your teacher remarks to the other teacher that he will be free in a moment but he wants to finish talking with you first. How do you feel?	<u>You have the need to be loved</u>. It's not even your birthday and your dad took you (without the brothers and sisters) out for dinner. He really acted like he enjoyed spending time with you. How would you feel?
<u>You have the need to belong and be important to others</u>. You have just come out on the playground and your friends shout to you, "Hey, come over and play ball with us!" How would you feel?	<u>You have the need to be loved</u>. You live on a farm and you have a small dog who follows you everywhere. You have had a lot of fun together. This morning, though, she ran in front of a car. You and your dad buried her this afternoon. How might you feel and act?

<u>You have the need to belong and to be important to others</u>. You have moved with your family to a new town. Now it is your first day at the new school. You want the others in your class to like you, but no one even tries to talk to you at recess. How might you feel?	<u>You have the need to be loved</u>. Name a person or a pet that you know loves you very much.
<u>You have the need to love</u>. Name a person or a pet that you love very much.	<u>You have the need to love</u>. There are many different kinds of love. Name some of them.
<u>You have the need to feel worthwhile and to be treated with dignity</u>. Your older brother and sister have decided to play softball. You ask to play too. They remark, "Who wants to play with a shrimp like you!" Then they run to the ball field without you. How might you feel? What might you do?	<u>You have the need to be loved</u>. What does the word love mean to you?

You have the need to belong and to be important to others. Name a way that you let someone know that he or she is important to you.	You have the need to feel worthwhile and to be treated with dignity. Tell about a time that you felt worthwhile because someone treated you with dignity.
You have the need to belong and to be important to others. Tell about a time that you really felt like you belonged and was important to someone else.	You have the need to feel worthwhile and to be treated with dignity. What do the words worthwhile and dignity mean to you?

Seminar: Understanding Behavior Meeting #2

WE NEED - WE BELIEVE

Materials and Resources:

1. Chalkboard and chalk or newsprint and felt-tip marker
2. Homework assignment sheets (see example following this plan) for each student

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review the discussion of emotional needs from the previous meeting. Present the definition of need, that they had created, on the chalkboard or on newsprint.
2. Guide the discussion towards the subject of how the four basic emotional needs apply in their lives.
3. Introduce the idea that our beliefs are connected in some respect to our needs. The four basic emotional needs influence the way we think about what we want for ourselves and others. And what we think, what we accept to be true or real (beliefs), affects our actions.
4. From the discussion, guide the members in creating a definition of the word belief. Write it on the chalkboard or on newsprint close to the definition of need.
5. Present the four basic beliefs that are generalized here and write them on the chalkboard or on newsprint. Discuss what each one means to them.

   -- Belief that behavior occurs for a social purpose.
   -- Belief that people are decision-makers.
   -- Belief that all people are equal and deserve mutual respect. Bring out here that this means equality in worth and dignity, not necessarily in ability or responsibility.
   -- Belief that behavior can be understood by looking at its consequences.

6. Acknowledge that there are many other kinds of beliefs, but these are the ones we want to look at closely in this group.

7. Divide into pairs; using the situations described below, discuss the decisions one would make if he/she operated according to the four basic beliefs.

8. Present the homework sheets to the group members. Explain that you would like them completed and brought back to the next group meeting. If necessary, reassure the students that the purpose of this assignment is only for self-examination concerning the basic needs and beliefs. The group will discuss the assignments generally during the next meeting, but no member will have to disclose any more than he/she wishes to. Answer any questions involving the homework sheets. Every member--<u>including the leader</u>--should do the assignment.

   * Be sure to talk with the classroom teacher ahead of time so that she/he may arrange for either a light homework load or special class time when the group members can complete their assignment sheets.

9. Lead the members in an evaluation discussion concerning what happened in today's meeting:

   What did you learn today?
   What did you really think about it?
   Do you think it will help us any later on?

Adaptations:

The homework assignment sheet may be adapted to suit the skill level of the group members.

Suggestion for support involvement within the classroom for younger students:

DUSO D-2, pp. 21-24, Unit I/Cycle C, Learning to recognize purposes of behavior.

Evaluation:

Questioning at the close of the sessions.
Homework assignment.

SITUATIONS

A. What would I do now in each situation?

B. What decision would I make if I believed:

1. That behavior has a purpose, i.e., gets something from someone else.

2. That people make decisions about what they do. Things do not just happen.

3. That people are equal and deserve respect from one another; ability may be different, but people's worth is not due to what they can do.

4. That I can understand why someone does something by looking at what happens--the consequence of the behavior.

SITUATIONS

1. My friend starts disagreeing with most of what I do and I feel angry.

2. My mother says she will pick me up at 5:00 and finally comes at 5:30.

3. I get put in a group with a girl most people make fun of. She is smart, but is not "with it."

4. My cousin seems to like to put his brother down and make him feel worthless. He asked me to join in the teasing and fun.

WE NEED . . .

Name_____ Date_____

Read this page carefully. Write your short answers below each question.

We need to love.

Name someone you love and tell a way you showed your love this week.

_____

_____

_____.

We need to be loved.

Name someone else who loves you. Tell about a way he/she showed love to you this week.

_____

_____

_____.

We need to belong and to be important to others.

Tell about a time this week when you felt like you belonged and were important to someone.

_____

_____

_____

_____.

We need to feel worthwhile and to be treated with dignity.

Tell about a time this week when you felt worthwhile as a result of someone treating you with dignity.

_____

_____

_____.

WE BELIEVE . . .

Belief: Behavior occurs for a social purpose. .

Tell about something you did this week and how it affected other people you know.

_____

_____

_____

_____.

Belief: Behavior can be understood by looking at its consequences.

Tell about something you did to get attention this week.

_____

_____.

How did those around you react?

_____

_____.

Did you get attention in a good way or a way not so good?

_____.

Belief: People are decision-makers.

Tell about a decision you make this week.

_____

_____

_____

_____.

Belief: All people are equal in worth and deserve mutual respect.

Tell about how someone treated you with respect this week.

_____

_____

_____

_____.

Tell about how you treated someone with respect this week.

_____

_____

_____

_____.

REVIEWING NEEDS AND BELIEFS

Materials and Resources:

1. "Wheel of Events" (see example following this plan)
   a. A large cardboard circle marked off into wedges to make the wheel
   b. A "Spinner"
   c. A brad, nail, or something else to attach the spinner to the cardboard circle
2. Chalkboard and chalk or newsprint and felt-tip marker
3. A large cardboard boy and/or girl cut into several jig-saw puzzle type pieces (see example following this plan) for younger students

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY Discussion or interpersonal interaction.

1. Review with the group members the four basic emotional needs and the beliefs related to those needs. Write the four needs and the four beliefs on the chalkboard or on newsprint.
2. Discuss the homework assignment with the group. Encourage members to share, but do not push them into the uncomfortable position of sharing more than they really want to. A good beginning for this type of discussion is for the leader to share something that he/she put on his/her assignment sheet.
3. End the discussion by encouraging members to evaluate what they have learned from the assignment.
4. Explain to the students that this will be the last meeting that you will discuss the needs and beliefs so much, so you would like to review them by playing the "Wheel of Events" game.

5. Describe the "Wheel of Events" game and the way to play it.

   -- The group members will create a hypothetical student. They will have to decide on sex, age, height, weight, family background (i.e., number of family members, parents' occupations, attitudes or problems in the family, etc.), and the student's background (interests, abilities, personality, etc.). Encourage the members not to spend a lot of time on this portion of the game. Write down their descriptions of the hypothetical student on the chalkboard or on newsprint.

   -- Lay out in random order the pieces of the boy or girl puzzle (depending on the sex they assigned to their hypothetical student). Older students may prefer to draw their student part by part on a large sheet of paper.

   -- Lay out the Wheel of Events. The spinner should have been attached before the group meeting and should have been checked to see that it spins easily.

   -- Explain the procedure of the game. Each member will have a turn to spin the Wheel of Events. The wheel includes on it a number of situations which affect their hypothetical student's needs and beliefs. Each member will take the situation the spinner lands on during his/her turn and analyze the situation according to needs or beliefs and feelings and actions of their hypothetical student. Then the member will have a chance to connect two puzzle pieces. Then it is another member's turn. Thus, all the members take turns until their cooperation results in the hypothetical student being "put together."

     *If members become stumped on describing a situation during a turn, they have the option of choosing another player to help out.

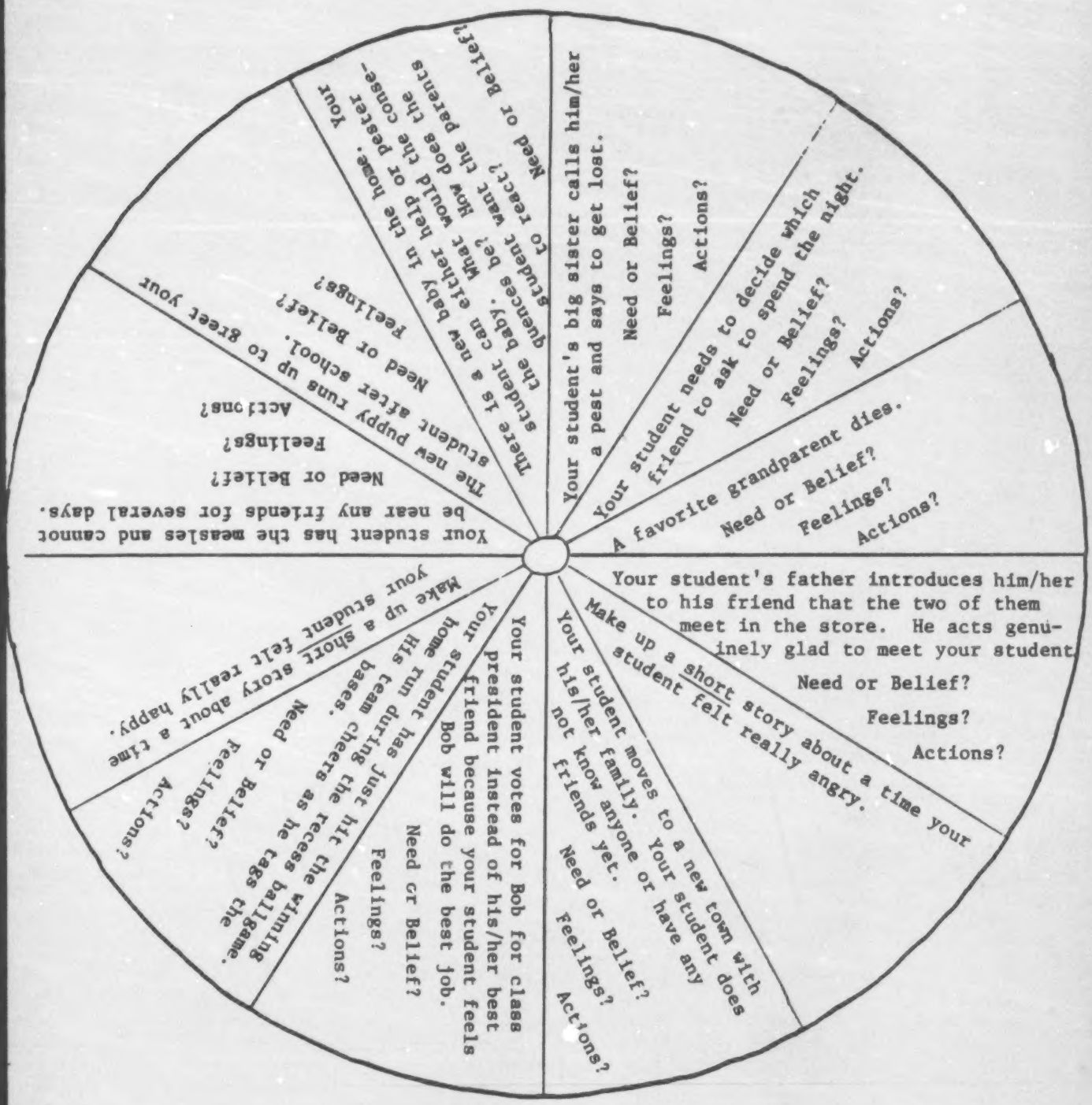
Adaptations:

The Wheel of Events and the number of puzzle pieces may be adapted to various skill needs: fewer pieces and simpler situations for slower students or more pieces and more involved situations for very bright students.

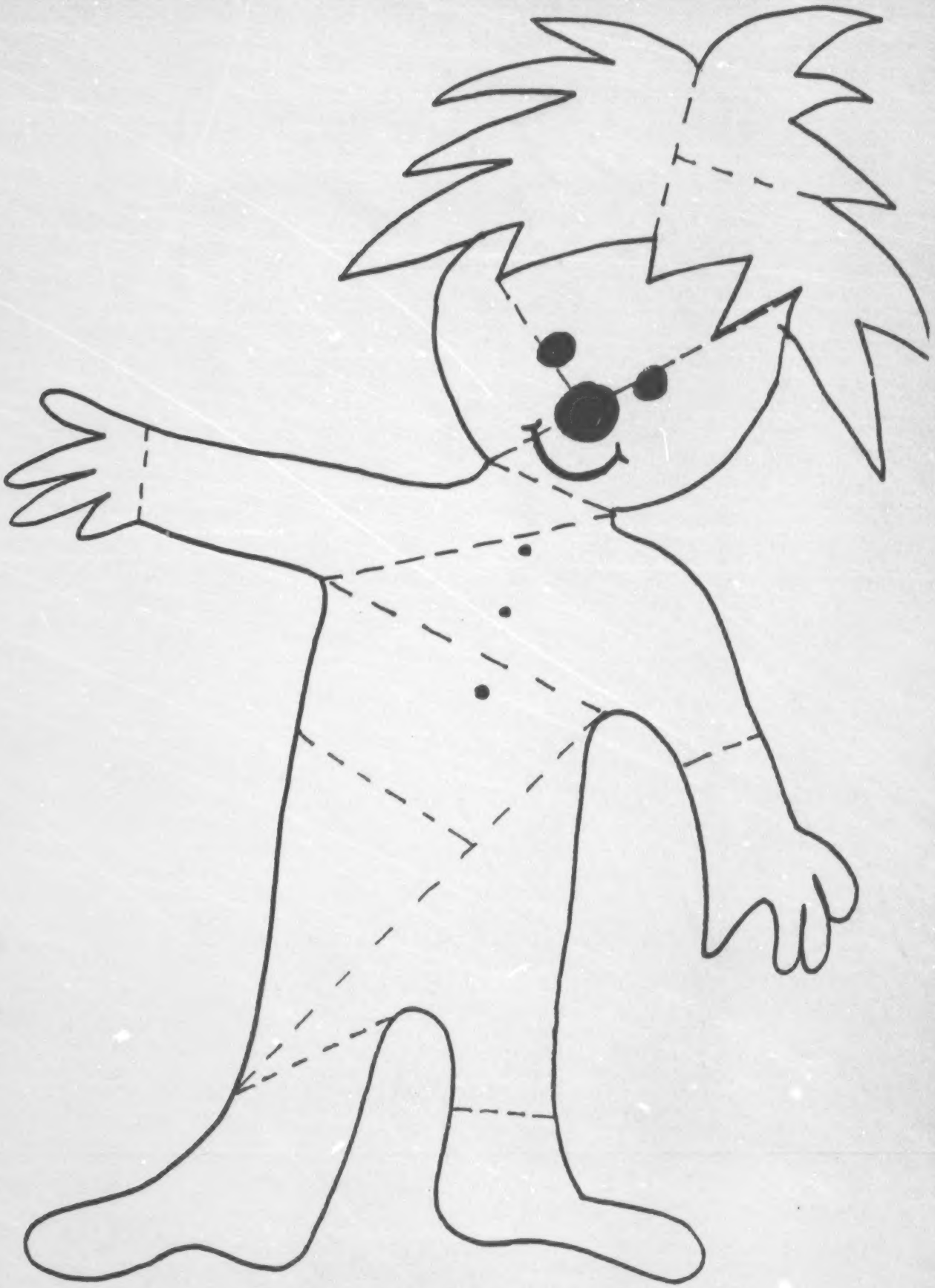
Suggestion for supporting involvement within the classroom for younger students: DUSO D-2, pp. 234-237, Unit VIII/ Cycle D, Developing a sense of human dignity and equality.

Evaluation:

Within the discussions.


Your student's big sister calls him/her a pest and says to get lost.
Need or Belief?
Feelings?
Actions?
Your student needs to decide which friend to ask to spend the night.
Need or Belief?
Feelings?
Actions?
A favorite grandparent dies.
Need or Belief?
Feelings?
Actions?
Your student's father introduces him/her to his friend that the two of them meet in the store. He acts genuinely glad to meet your student.
Need or Belief?
Feelings?
Actions?
Make up a short story about a time your student felt really angry.
Your student moves to a new town with his/her family. Your student does not know anyone or have any friends yet.
Need or Belief?
Feelings?
Actions?
Your student votes for Bob for class president instead of his/her best friend because your student feels Bob will do the best job.
Need or Belief?
Feelings?
Actions?
Your student has just hit the recess ballgame home run during the recess as he tags the bases.
Need or Belief?
Feelings?
Actions?
Make up a short story about a time your student felt really happy.
Your student has the measles and cannot be near any friends for several days.
Need or Belief?
Feelings?
Actions?
The new puppy runs up to greet your student after school.
Need or Belief?
Feelings?
There is a new baby in the home. Your student can either help or pester the baby. What would the parents want the student to teach?
Need or Belief?

Spinner
83



FOUR GOALS OF MISBEHAVIOR

Materials and Resources:

1. Chalkboard and chalk or newsprint and felt-tip marker
2. Copies of the Goals of Misbehavior chart for each member (see chart following this plan)
3. A situation sheet for the leader (see example following this plan)

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY Discussion or interpersonal interaction.

1. Introduce this lesson by explaining that during this meeting members will learn some ways of looking at why other kids misbehave. (Check to see that everyone understands what misbehave means.)
2. Bring out the fact that children who consistently misbehave usually believe that that is the only way they can belong or be important.
3. Review the belief that behavior can be understood by looking at its consequences--at what it gets the person. State that there are four main consequences that a kid is trying for when he/she consistently misbehaves: attention, power, revenge or getting even, and the chance to give up and not try. Write these on the chalkboard or newsprint as they are discussed.
4. Distribute the Four Goals of Misbehavior charts, giving one to each group member. Discuss each of the goals, the accompanying beliefs, reactions, and better ways to respond. Allow the group members to study the chart throughout the discussion. Encourage questions and comments as the discussion continues.

5. Introduce the next activity to the group. As leader, you will read a variety of situations to the other group members. At the end of each situation, they will be given the opportunity to state whether the person in the story is wanting attention, power, revenge, or to give up.

6. Give the first situation as an example. Lead the students into giving the correct response. Allow the group members to decide and reach a consensus on the remaining situations. (Ask them to bring their charts to the next meeting also--but have extra on hand to accommodate forgetfulness.)

7. Following this activity, encourage the members to verbally evaluate the meeting. Discuss what they learned today, how they felt about what they learned, how they could apply it in their daily lives, etc.

8. Verbally present the members with a homework assignment: they are to watch those people they know who seem to misbehave frequently and decide what those people seem to want from their misbehavior. Caution the students not to confront those people with their theories because often they themselves do not understand why they act the way they do.

Adaptations:

If time allows, the students may want to discuss further during the situation activity the goals and the beliefs, reactions, and better responses. Be certain that slower students understand the vocabulary.

Suggestions for supporting involvement within the classroom:

Making Sense of Our Lives, The Fury Within Us (S108)

Others, a Wombat film (this film deals with how a young boy eventually dissolves his urge for revenge)

Making Sense of Our Lives, Revenge (S102)

Power Play, a Bread and Butterflies film.

Evaluation:

Verbally within the discussion.
Homework assignment.

THE GOALS OF MISBEHAVIOR

Goal	Wrong Belief	Others' Reactions	Better Ways to Respond
Attention	I belong only when I am being noticed or when someone is doing something for me.	They feel irritated or annoyed. They want to remind, coax, or do things for the attention-getter.	Ignore misbehavior. Give attention when acting nicely and not when they misbehave. Don't do a lot of things for them when they misbehave.
Power	I belong only when I am the boss, or when I am proving no one can boss me!	They feel angry, pushed around, as if their authority is threatened. They want to either fight or give in.	Withdraw from the conflict (walk away). Fighting or giving in only makes the person want more power. Let them help you when they aren't misbehaving.
Getting Even (Revenge)	I belong only by hurting others as I feel hurt. I cannot be loved.	They feel deeply hurt. They want to retaliate and get even.	Don't feel hurt (at least don't show it.) Don't try to retaliate or get even. Let them know that you like them.
The chance to give up and not try	I belong only by convincing others not to expect anything from me. I want people to tive up on me. I am unable; I am helpless.	They feel despair and hopelessness. They agree that nothing can be done and then give up.	Don't criticize. Encourage any positive attempt, no matter how small. Focus on that person's good points. Don't pity and don't give up on them.

MISBEHAVIOR SITUATIONS

1. Five-year-old Sandra was playing at the neighbor's. Mother called her to come home. She continued playing. Mother went to where she was playing and told her to come home immediately. She continued playing. Mother grabbed her by the hand and started pulling her toward home. Sandra started screaming and yelling at the top of her lungs. She also began kicking at Mother.

2. Six-year-old John never completely dresses himself in the morning. Today he came down from his bedroom, as usual, with his shoe laces untied. Mother tied them for him. She demonstrated over and over to him how to do it, but he does not learn.

3. Tim, age seven, is the second child. He is small for his age. Each morning as school time approaches he complains of having a stomach ache. "Whenever I ask him to read for me," Mother said, "he gets a panicked look in his eyes and sort of melts into the chair. It's got so I don't like to ask him to do anything."

4. Ten-year-old Bill bought a $4.00 model car with $5.00 he took from Mother's purse without her knowledge. Mother cried, then spanked him when she found out about it.

5. Mother told Jane to hurry and get dressed for Sunday School. Jane said, "I won't, I am not going, and no one can make me."

FOUR GOALS OF POSITIVE BEHAVIOR

Materials and Resources:

1. Copies of the Goals of Positive Behavior chart for each member (found at the end of this plan)
2. A situation sheet for the leader to read from (found at the end of the plan)
3. Extra copies of the Goals of Misbehavior chart

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review with the members the four goals of misbehavior as presented in their charts. Have extra charts available for those students who forgot to bring theirs.
2. Discuss their homework assignments. Request that they do not name names, but rather describe the behavior, the goal, and so on. Try to lead them into emphasizing how they could better respond to that person.
3. Introduce the four goals of positive behavior. Explain that many people do get the kind of feedback they need to feel that they can belong and be important by acting in a manner that is helpful for themselves and for others. We can understand their behavior also by looking at the consequences--at what it gets them.
4. Distribute a chart of the Four Goals of Positive Behavior to each member of the group. Make sure they understand the meaning of positive.
5. Discuss each goal area, the description of actions, the belief, the reactions of others, and ways to encourage. Encourage the members to comment and/or question throughout the discussion. Be sure the vocabulary is clear to the group members.

6. Explain to the students that the group will do an activity similar to the one done at the previous meeting. As leader, you will read a situation to them. The situation, however, will be resolved if the character was operating with one of the goals of positive behavior.

7. Present the first situation as an example. Guide the students in small, detailed steps, toward resolving the situation. Support them extensively so they will understand what is expected of them.

8. Present the remaining situations, allowing the members to reach a consensus on how the situation might be resolved.

9. Following this activity, encourage the members to verbally evaluate this session: why they did learn, how did they feel about it, can they apply it in their daily lives--how, etc.

10. Verbally present the members with a homework assignment: they are to watch for those people who frequently behave according to the goals of positive behavior. They are to concentrate on what they think that person believes about himself and how they can encourage that behavior. They are to bring both charts and report their discoveries at the next meeting.

Adaptations:

Adaptations in vocabulary may be made for slower students.

Evaluation:

Verbally within the discussion.
Homework assignment.

THE GOALS OF POSITIVE BEHAVIOR

Goal	How They Act	What They Believe	How Others React to Them	How Can I Encourage
Attention Involvement Contribution	Helps. Volunteers.	I belong by contributing.	Feel good towards them. Give attention.	Let them know what their contributions count and that you appreciate it. (Attention and Appreciation)
Power Independence Responsibility for own behavior	Shows self-discipline. Does own work. Has good ideas.	I can decide and be responsible for my behavior.	Give more responsibility. Trust.	Encourage them to make up their own minds. Let them experience the outcomes (good and bad) of their decisions. Express confidence in them.
Justice Fairness	Returns kindness for hurt. Ignores belittling comments.	I am interested in cooperating.	Enjoy working with them. Try to cooperate also. *	Let them know you like the way they try to cooperate.
Withdrawal from conflict, Refusal to fight, Acceptance of other's opinions	Ignores being provoked. Withdraws from power struggles to decide how to act.	I can decide to withdraw from conflict.	Respect. Openness in expressing opinions.	Let them know you like the way they are acting and the decisions they make.

*Those persons who are trying to hurt, belittle, or create conflict will probably increase their attempts to get a reaction. However, if they do not get that reaction, they will soon stop trying altogether.

POSITIVE BEHAVIOR SITUATIONS

1. Carrie has worked every evening on a science notebook that is due for school. She did extra artwork for the notebook and finished without her parents having to remind her to get done. The teacher was so pleased with Carrie's hard work that he put her in charge of a special science table in the classroom.

2. Ron and his brother were playing basketball at the park. Another boy came over, took their ball away, and tried to provoke a fight with Ron. Ron remained in control and told the bully, "I don't like the way you're acting and I don't think you are worth fighting with, either." Then he and his brother walked away after grabbing the basketball from the boy.

3. Sarah likes helping others. Her favorite time at school is when she goes during one of the recesses to the kindergarten room to help the teacher with the young students. Yesterday the children gave her special pictures they drew of her helping in their class.

4. The fifth grade class is planning their Valentine's Day party. Larry is class president and is in charge of helping everyone to work together. While planning the party, one of his classmates kept grumbling and complaining. Larry realized that she had good ideas, but didn't want to always help others. So he put her in charge of the refreshments committee. Now she has a much more positive attitude toward the party.

A CLOSER LOOK

Materials and Resources:

1. Extra copies of the Goals of Misbehavior chart
2. Extra copies of the Goals of Positive Behavior chart
3. My Behavior Rating Sheet--copies for each member

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review briefly the Goals of Positive Behavior chart with the students. Distribute extra copies of the chart to those students who forgot to bring theirs.
2. Discuss what they experienced and learned from the homework assignment. Encourage them to describe specific behaviors (without naming names) and their ideas as to goal, belief, etc.
3. Have the students also bring out their chart of the Goals of Misbehavior. Supply extra ones to those who forgot to bring theirs.
4. Explain to the members that up until now they have been concentrating on understanding why others act the way they do. Now it is time to change the focus and to start looking at understanding why we act the way we do.
5. Emphasize that each member is to concentrate only on him/herself during this activity--not on any other group member.
6. Point out that all students use the four goals of misbehavior occasionally--it is only when they are used most of the time that it becomes very harmful to self and others.

7. Begin the activity by stating that the first thing that needs to be done is to take a close look at our own behaviors. Distribute the My Behavior Rating Sheet to each member, explain the directions, answer any questions, and allow them to complete the rating forms. Tell them they will have around 10 to 15 minutes to finish. Encourage the students to refer to their charts if they wish.

8. When the group members have finished their individual work, draw them together again and discuss the questions found at the bottom of their rating sheets. The leader will have to be very sensitive at this point and not push the students toward any great anxiety.

9. At the close of the discussion encourage the students to evaluate this session: was it hard to look closely at yourself--why, what did you learn, do you think it will be useful in your daily life, how does this make you feel, etc.

10. Collect the Rating Sheets and place them in a confidential file. They will be returned to the members at the very last meeting as a method of looking at progress.

Adaptations:

Slower students may require more structured assistance with the rating sheets.

Evaluation:

Verbally within the group.

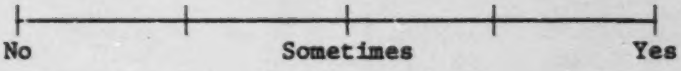
MY BEHAVIOR RATING SHEET

Name_____ Date_____

This paper is personal--just for you. Please do not bother the person next to you. When you are finished, read the discussion questions below. You will talk about them later. After reading the questions, turn over your paper.

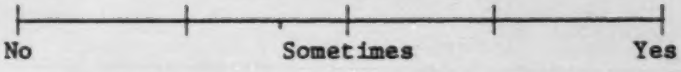
Put an X on the rating scales like this example:

I like candy.

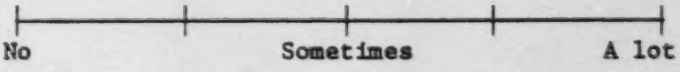


Now put the X on the rating scales where you think they should be.

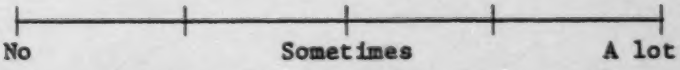
Am I only happy when someone is noticing or doing things for me?



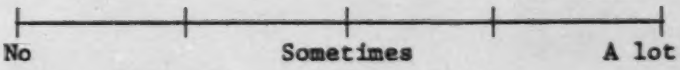
Do I misbehave by trying to get attention?



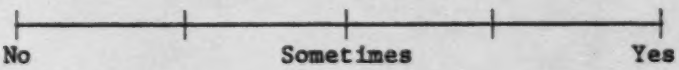
Do I feel like I always have to be the boss?



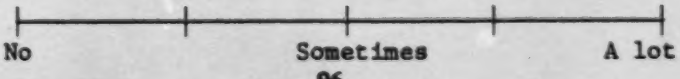
Do I misbehave by trying to get power over other people?



Do I feel hurt inside a lot?

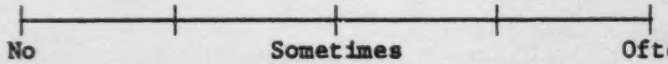


Do I try to get even (revenge) with others because they--or someone else--has hurt me?

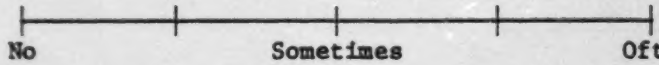


Do I want everyone to stop bothering me and just let me alone?

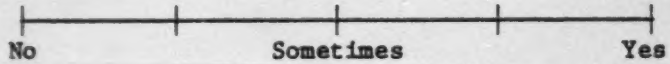
Am I using the Giving Up Goal in the way I act?



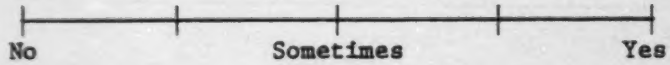
Do I try to get attention by helping and being involved with others?



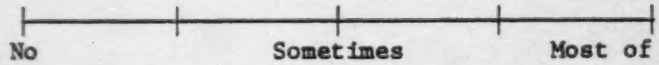
Do I make most of my own decisions (instead of letting others always decide for me)?



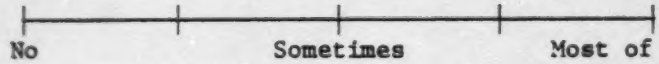
Do I accept the responsibility for the way I act?



Do I ignore hurting comments and try to return kindness instead of hurt?



Do I withdraw from conflict so I can decide how I really want to act?



DISCUSSION QUESTIONS TC TALK ABOUT WITH YOUR GROUP

Is it OK to want attention? What are some helpful ways to get attention?

Is it OK to feel angry? What can we do without anger so we won't hurt ourselves or others?

Is it OK to hurt someone if he/she has hurt you? What are some OK ways to get rid of those hurt feelings?

When is it OK to give up on something? What are some good ways of dealing with discouragement.

I LIKE YOU THE WAY YOU ARE

Materials and Resources:

1. Legal-sized envelopes (one for each group member)
2. Copies of the homework assignment sheet for each student
3. The Can (from the Can Game used in Understanding Behavior)
4. Situation slips to cut, fold, and place in the can (see examples following this plan)
5. Chalkboard and chalk or newsprint and felt-tip marker

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Greet every member as he/she comes to the meeting with a discouraging remark and no smile (i.e., It's about time you got here, Don't slouch--sit up!, I know you can do better than that!, Why don't you try harder!, and so on).
2. Begin the meeting by having the students examine how they felt when you made such remarks. Emphasize that discouragement (write the word on the chalkboard or newsprint) never makes a person feel good about himself. State that today's meeting will be about the opposite of discouragement, and that is encouragement. (Write the word on the chalkboard or newsprint and draw a box around it.)
3. Guide the members in creating a definition for encouragement. Include such points as helping another person to feel good about him/herself, looking at the good in another person rather than just the bad, and helping to build self-confidence in someone else.
4. In your discussion with the members about encouragement, be sure to focus on these specific thoughts:
   -- People cannot improve unless they feel good enough about themselves to believe they can improve.

-- When people feel good about themselves, they are more willing to reach out and have a genuine interest in others.

-- Many times in our world people want to feel important so much that they do it by putting down the other guy--that is discouragement. Encouragement, though, means that we are equals and that we can like each other for who we really are.

-- Encouragement is catching. If you use encouragement often with another person, then that person will tend to use it also with others.

5. Introduce the Can Game activity by telling the students that there are several specific ways they can encourage others. The group can learn about those ways by playing another version of the Can Game. Refresh their memories concerning the rules of the game.

6. Allow the students to play the game until each slip of paper has been used. As each member reads a new way they can encourage others, write that way on the chalkboard or newsprint (there are a total of 10 ways, so leave enough room on the chalkboard or newsprint). Keep them posted throughout the next meeting.

7. When the game ends, encourage the students to summarize what they feel they learned during the meeting and if (and how) they might plan to use it in their daily lives.

8. Hold up the legal-size envelopes (one envelope per member) and state that they are going to have a top-secret homework assignment. Before handing out the envelopes, explain the assignment as follows:

   The assignment is about "Words of Encouragement." Each envelope contains a sheet of paper with two different examples of words of encouragement. They are to think up a short situation (where those words of encouragement can be used) to roleplay (act out) with any other members of their choice.* The students do not need to write down the roleplaying situation; they may just jot notes on the sheet and then explain it to the group in their own words at the next meeting.

   It might prove beneficial to provide a short example for the students at this point. Answer any questions the students might have.

9. Distribute the envelopes. Instruct the students to keep their ideas secret until the next meeting. As a member of the group, the leader should also take an assignment envelope.

*Be sure the students know what roleplaying is and check to see if they have had experience doing it. If it is new to them, they may need detailed explanations and examples.

Adaptations:

Reword the game entries for younger students or read entries for those students who have reading difficulties.

The homework assignment could be expanded into another meeting activity.

Evaluation:

Within the discussion.

SITUATIONS

Show that you think the other person is important. Tell someone in the group that you think he/she is an important part of the group and why.	Helping someone to learn how to do something is a kind of encouragement. Lots of times a person tries to learn something new all at once - that can be discouraging because new things are hard. It can be encouraging to help someone learn, a small step at a time. Name something new that you had to learn a small step at a time.
Show the other person that you have faith in him/her. Having faith in someone means that you expect them to be able to do something - and you encourage them to keep trying. How has someone encouraged you by showing they had faith in you?	Look for the good points in a person and compliment them about those good points. Compliment another group member about one thing you think they do well.
Help someone else to have self-confidence (believing that they can do or change something). Say something encouraging to another group member that will help them feel good about their ability to do something.	If a person is interested in what the two of you are doing, then he/she will respond to encouragement more. What is something you are interested in, but you need improvement and encouragement in?

Recognize when someone else does a job well. Tell about a time when someone made you feel good when they recognized a job you had done well.	When encouraging someone, you must not expect them to be perfect and want them to do more than they really can. Have you ever felt that someone expected too much from you or wanted you to be perfect? When? How did it make you feel?
Encouragement is catching - let others help you in making someone feel good about him or herself. How has this group worked together to encourage each other?	Encouragement can be shown in actions as well as words. What are some different ways of showing encouragement through our actions? Name at least 3.

WORDS OF ENCOURAGEMENT

Directions: The following sentences are for the Words of Encouragement homework assignment. Type one sentence at the top of a 8 X 11 blank sheet of paper. Fold the paper and slip it inside of a legal-sized envelope. Place the student's name on the outside of the envelope. Each group member should receive a different sentence. Since there are more sentences than members, this will allow the leader the opportunity to match the sentences to the student's ability and/or creativity.

1. "You do a good job of _____."
2. "You are really getting better in _____."
3. "We like you, but we don't like what you're doing."
4. "You can help us by _____."
5. "Let's try it together."
6. "So you made a mistake. I make mistakes too. What did you learn from this one?"
7. "You would like us to think you can't do it, but we think you can." (Remember that what we expect from a person must match what he really can do.)
8. "Keep trying. Don't give up."
9. "I know you can do this yourself, but if you need any help, come and get me."
10. "I can understand how you feel, but I know you'll be able to handle it."

WORDS OF ENCOURAGEMENT

Materials and Resources:

1. Additional homework assignment sheets
2. Chalkboard and chalk or newsprint and felt-tip marker

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review the homework assignment with the members. Have extra copies of additional Words of Encouragement sheets on hand for those who forgot to bring theirs. Also have extra role-playing ideas available for students who cannot adjust to this much creativity.
2. Ask the members if it would be OK if you (the leader) did yours first. That way those students who needed more time to think about a role-playing situation would have it.
3. Write the - Words of Encouragement - sentences on the board. Put a checkmark beside each sentence as it is "role-played."
4. Choose the number of players you will need for the role-playing situation. Explain to them what is going to happen and what you want them to do.
5. Act out the situation. Keep it moving quickly.
6. Discuss what happened with the group.
7. Have each student fill out the evaluation sheet for this Seminar for him/herself. Make plans to discuss this with each student privately later.

Adaptations:

Have members write a story placing Words of Encouragement in the script.

Evaluation:

Built in

EVALUATION OF GOALS OF BEHAVIOR

Directions: Read each item below. Make an X in the Yes box if you can do what it says. Make an X in the No box if you cannot do what it says.

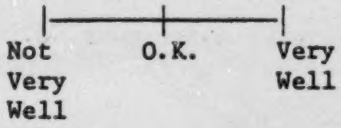
	ITEM	YES	NO
1.	I can show love to other people.	☐	☐
2.	I can accept love from other people.	☐	☐
3.	I can show others that I want to belong.	☐	☐
4.	I can show others that I want to be important to them.	☐	☐
5.	I can show others that I feel good about myself.	☐	☐
6.	I can treat others with respect.	☐	☐
7.	In a group I can do what is best for all members.	☐	☐
8.	I can make decisions.	☐	☐
9.	I can allow others to make decisions.	☐	☐
10.	I can show that I expect to be treated as an equal by others.	☐	☐
11.	I can show that I expect to be treated with respect by others.	☐	☐
12.	I can treat others as equals.	☐	☐
13.	I can treat others with respect.	☐	☐

14.	I can understand why people act the way they do by the way others act toward them.	☐	☐
15.	In our group, I can name a person's goal of behavior and the belief that goes with it.	☐	☐
16.	I can name my own goal of behavior and name the belief that goes with it.	☐	☐
17.	I can keep myself from reacting to someone's misbehavior as they expect me to.	☐	☐
18.	I can react to someone's misbehavior in a way that will not encourage that misbehavior.	☐	☐
19.	I can predict how people will react to positive behavior.	☐	☐
20.	I can encourage positive behavior in others.	☐	☐
21.	I can say something nice to someone who encourages me.	☐	☐

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content



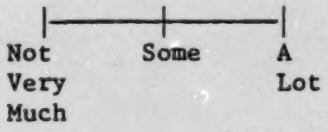
2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned



5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about behavior with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PSYCHOLOGICAL EDUCATION

SEMINAR: UNDERSTANDING BEHAVIOR

A. Individuals will develop a basis for effective interpersonal skills through learning about basic human affective needs and the beliefs that relate to meeting those needs.

1. Individuals will demonstrate spontaneous expression and fulfillment seeking of the basic affective needs of self and others during interpersonal interactions.

Meeting #1:
I Need - You!

a. Individuals are able to express love, i.e., empathy, respect, and genuineness in their relationships with others.
b. Individuals are able to receive empathy, respect, and genuineness in their relationships with others.
c. Individuals are able to express their own and others' needs to belong and to be significant to others spontaneously during relationships with others.
d. Individuals are able to express their own and others' needs to feel worthwhile and be treated with dignity spontaneously during relationships with others.

2. Individuals will spontaneously demonstrate that they can act on the beliefs that relate to the basic affective needs of self and others.

Meeting #2:
We Need - We Believe

a. Individuals are able to spontaneously interact with others as though behavior occurs for a social purpose (i.e., for the good of all).
b. Individuals are able to spontaneously decide and allow others to make decisions during personal interactions.
c. Individuals are able to expect to be treated with equality and respect by others.
d. Individuals are able to spontaneously treat other people as equals and show respect.

Meeting #3:
Reviewing Needs
and Beliefs

e. Individuals are able to spontaneously view the consequences of behavior as a means of understanding that behavior.

B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

1. Individuals will demonstrate recognition of the four goals of misbehavior.

Meeting #4: Four Goals of Misbehavior

a. During interactions in a psychological education group, individuals are able to acknowledge another's goal of misbehavior and the mistaken belief associated with it.
b. During interaction in a psychological education group, individuals are able to acknowledge their own goals of misbehavior and the mistaken beliefs associated with them.
c. Individuals are able to resist reacting as expected to another's misbehavior and respond in a productive manner.

2. Individuals will demonstrate recognition of the four goals of positive behavior.

Meeting #5: Four Goals of Positive Behavior

a. During interaction with others, individuals are able to acknowledge another's positive behavior and the belief associated with it.
b. During interaction with others, individuals are able to acknowledge their own goals of positive behavior and the beliefs associated with them.

Meeting #6: A Closer Look

c. Individuals are able to predict how they or others will react to positive behavior.
d. Individuals are able to encourage positive behavior in others.

3. Individuals will demonstrate the uses of encouragement in effective interpersonal interactions.

Meeting #7: I Like You the Way You Are

a. Individuals are able to spontaneously encourage others.
b. Individuals are able to acknowledge encouragement from others.

Meeting #8: Words of Encouragement

REFERENCES

SEMINAR: UNDERSTANDING BEHAVIOR

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Dreikurs, R., Grunwald, B. B., and Pepper, F. C. Maintaining Sanity in the Classroom: Illustrated Teaching Techniques. New York: Harper & Row Publishers, 1971.

COMMERCIAL MATERIALS

Bread and Butterflies: Power Play (film). Bloomington, 2nd.: National Instructional Television, 1974.

Dinkmeyer, D. Developing Understanding of Self and Others (DUSO) D-1 and D-2 Manual. Circle Pines, Minn.: American Guidance Service, Inc., 1973.

DUSO. (see Dinkmeyer, D.)

Harmin, M. Making Sense of Our Lives. Niles, Ill.: Argus, 1974.
S108 The Fury Within Us
S102 Revenge

Making Sense of Our Lives. (see Harmin, M.)

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Seminar
Changing Behavior

●

Ten Group Meeting Plans
Overview Framework
References

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Human Systems Consultants, Columbia, Missouri, has granted permission to use the Middle School Seminar Model and materials.

GROUP MEETING PLANS
FORMAT EXPLANATION

SEMINAR TITLE MEETING #

GROUP MEETING PLAN TITLE

Materials and Resources:

A list of those materials, resources, informative handouts or activity sheets that are included and the needed preparations that are required for the specific group meeting plan.

Directions:

Step-by-step ideas on how to conduct the group meeting and the content to include within the group meeting. .

This seminar for *Changing Behavior* includes such content as helping students learn ways to identify ineffective behaviors and to substitute effective behaviors; ways of identifying reinforcers for themselves and others; how to write behavior contracts; how to use logical self-talk to support changing behaviors; and how to use imagery to support changing behaviors.

Adaptations:

Ideas that could be used to accommodate students with individual differences or that could be used as classroom supportive material.

Evaluations:

Specific points where leaders can evaluate their group meeting and/or how students are responding to the material within the group meeting plan.

Additional pages: Pages following the *Group Meeting Plan* include examples of informative handouts, activity sheets, surveys, inventories, homework assignments, . . . that can be reproduced for each group member.

WHAT YOU DO COUNTS

Materials and Resources:

1. Story of The Rock Concert
2. "Can" and adaptation of needs for Charades from Seminar II, Group Meeting 1
3. Copies of the homework sheet to be found at the end of this plan for each student

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Tell the members that they are going to practice paying attention to one thing a person does and counting the number of times the person does it.
2. Assign each member to specifically attend to one of the students in the story of The Rock Concert; the member is to be able to tell what the student did that was interfering with effectiveness and to tell how many times the student did that.
3. Read the story aloud.
4. Discuss the number of times a student did something in the story.
5. Have each group member name one self-behavior that is not effective; assign each member an observer (have them volunteer or have each member choose his/her observer) to count the number of times the member does that in the next five minutes.
6. This counting will go on during the playing of "Charades Can Game" from Seminar II, Group Meeting 1.

7. At the end of five minutes, have each observer tell the member how many times the observed behavior occurred. Discuss more effective behaviors that could not go on at the same time as the ineffective behavior, i.e., active listening cannot go on at the same time as giggling and joking. The goal here is to find a behavior that is more effective and that interferes with the ineffective behavior.

8. Pass out the homework sheets and explain them; be certain the members understand what is expected of them.

Adaptations:

In place of Charades, the group together could count specific behaviors you exhibit as leader during a mini-lecture on changing behavior (e.g., number of times you clear your throat, pull at your ear, etc.).

Evaluation:

This is built into the content of the meeting; if a member is obviously having difficulty counting the behaviors, plan an individual remedial session with that person.

THE ROCK CONCERT

Note: Sharon is sitting between Mona and Sam. Sharon sits up and pays attention all of the time except at the very end.

Joe: (Coming up to the group that is sitting in the school lounge) Hey, is anyone going to the Kansas concert Thursday night? My brother says he can get tickets and maybe I'll get to go with him.

Tim: (Excitedly) Boy, I'd like to go. That group is my favorite and I really like the guy on the electric violin.

Sharon: (Smugly looking at Joe) Joe that group is neat. I saw them last year and got to sit right down in front. Where will you sit?

Joe: (Looking at Sharon) I.....

Sharon: (Looks away).

Mona: (Interrupting) That's not such a big deal! I get to go to any concert I want but I'm pretty fussy about who I go see. I like the Bee Gees better than Kansas.

Sharon: (Frowns, looks down feeling kind of crushed) I guess everyone has her preferences. Being able to be really close to the group is very important to me.

Sam: (Quietly) Yeah, me too.

Lynne: Have you seen "Saturday Night Fever", Sharon?

Sharon: (Ignoring Lynne and not looking at her) (Looks at Joe) Joe, Kansas is supposed to be sold out early and I think it will be.

Sam: (Quietly looking down) Joe, do you think you can get tickets?

Joe: I may try to get my own ticket if my brother doesn't come through. That concert is a one time deal. I don't want to miss it. Are you going Sharon?

Sharon: (Looks at Joe).

Lynne: Well, you can have the lines and the crowds. I can keep seeing a movie I like as long as my allowance holds out.

Sharon: (Still looking at Joe and not reacting to Lynne) Yeah, Joe, I want to go if I can sit close again. I don't like just being part of a crowd. Some people act really terrible during the concerts. I don't see why they don't just stay home and listen to records. I like to feel really involved with what's happening. Is anyone else going or hoping to go?

Mona: Not me. Maybe when the Bee Gees come here we can all go together. I really do think they're better. My dad would take us and pick us up.

Tim: I'd really like to go with you. Will you let me know, please?

Sam: (Quietly) I sure hope I can go.

Sharon: (Looking away from Sam) Oh, Sam, I wish you'd speak up. Have you gone fishing lately?

Sam: (Looks at Sharon) Wow, Sharon, what's wrong with you? It's not like you to get us off the topic and to attack people.

Sharon: (looking at Sam just stares expressionless) Seen any movies lately, anybody?

Lynne: (Jumping in) Boy, the best movie I ever saw was Saturday Night Fever. John Travolta is something else!

Sharon: (Softly, touching Mona on arm but looking down) Can you come over after school to listen to records?

Tim: I saw Saturday Night Fever and it was really neat. The Bee Gees are my favorite group, too.

Joe: Now he likes the Bee Gees best!

Mona: So what! Lynne's right. I met John Travolta and he kissed my hand right there (pointing) and I haven't washed it since!

Joe: Yuk! I wish Olivia Newton-John would kiss my hand!

Sam: Gee whiz! I'd die if that happened to me.

Tim: What happened to our planning anyway?

Mona: Let me know if you want to go to the Bee Gees. Hope you like the concert, you guys. Sharon, I hope you get a good seat.

Sharon: (Looks at Mona but remains blank; her posture shows she's not attending).

Joe: Yeah, I hope you do too, Sharon.

Sharon: (Looks at another part of the room).

Mona: (Pauses) Well, bye now.

HOMEWORK

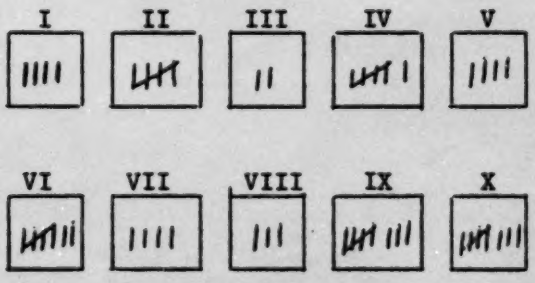
Directions: Think of a person you see often either at school or at home who does something that seems to interfere with being liked or doing a good job. Be sure to select a behavior you can see because you will be asked to count how many times it happens. Examples might be: interrupting others, hitting, making faces, talking back, arguing, putting people down, being bossy, being bossed by others, etc.

When you have chosen a person and a behavior, choose a time of the day when you can watch them every day; that could be at recess, mealtime, bus ride, etc. If you can find more than one time a day, that would be very helpful.

What you are learning to do is take a baseline of the person's one ineffective behavior. Remember, you can only deal with one behavior at a time.

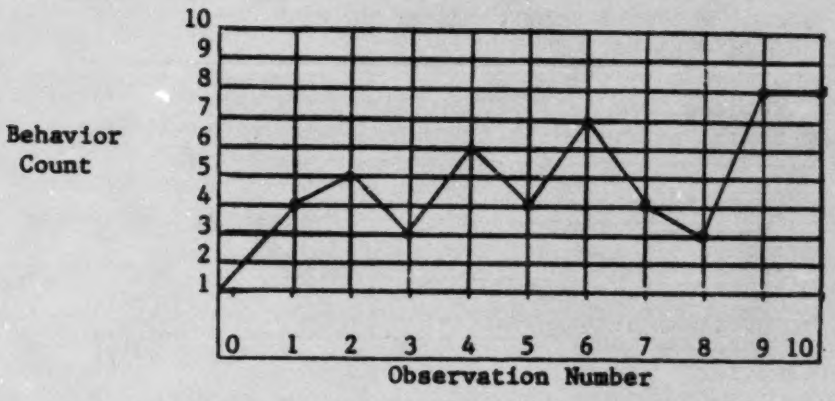
Watch the person during the times you have chosen for at least 10 times. Make a mark in the box for the observation each time your person does the thing you are watching for. There is an example done for you.

Example: Person being observed Jim . Behavior: hitting



The next step is to make a baseline chart like the one shown below. Simply record the number of times your person did the behavior you are observing on the graph and connect the lines. You have a pattern of the person's ineffective behavior.

BASELINE CHART



COUNTING BEHAVIOR
AND
MAKING A BASELINE CHART

Observer_____

Person being observed:_____

Behavior being observed:_____

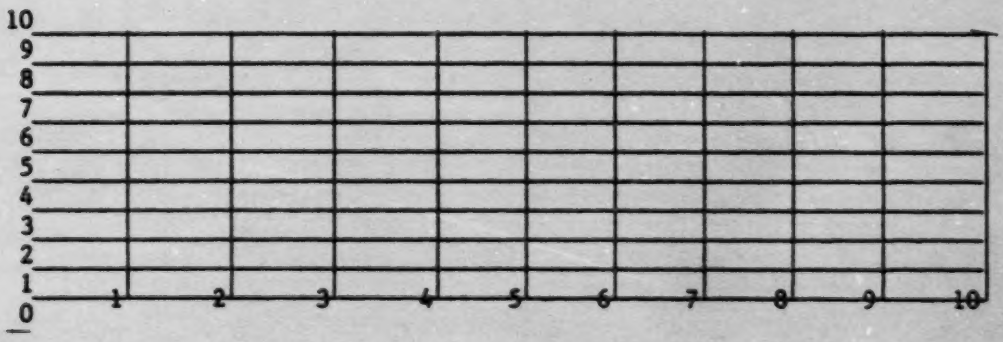
Time or place of observations:_____

OBSERVATIONS

I	II	III	IV	V

VI	VII	VIII	IX	X

BASELINE CHART



COUNTING WHAT YOU DO

Materials and Resources:

1. Copies of the homework sheets from Seminar III, Group Meeting 1 (blanks) for each student
2. Four Goals of Misbehavior charts from Seminar II, Group Meeting 4
3. Copies of the Interview Format to be found at the end of this plan for each student
4. Copies of the Self-Reinforcer Identification sheet to be found at the end of this plan for each student

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Discuss the homework assignment from the last group meeting. Most students will not have finished the assignment but may have questions.
2. Distribute the Four Goals of Misbehavior charts from Seminar II, Group Meeting 4. Review the Goals of Misbehavior charts from Seminar II, Group Meeting 4. Review the Goals of Misbehavior as a way of making the concept of reinforcer meaningful. Relate this back to the basic needs of people from Seminar II, Meetings 1 and 2.
3. Have each group member name something, either an object or an action by another, which will help self change a behavior, get a job done, try something new, etc. Have each person name a reinforcer for another group member.
4. Ask members to think of ways of finding out what people might work for or what might make them want to do something difficult. Try to elicit the methods of observation and interview (asking).

5. Using the interview format found at the end of this plan, have students practice interviewing each other for reinforcers.

6. Have each student fill out a Self-Reinforcer sheet. Collect and save these.

7. Pass out additional homework sheets from Group Meeting 1. This time, each student is to choose one of his/her own behaviors to observe and chart. Help those who have trouble choosing.

8. Remind members to finish their observations of another person and to bring their completed baseline charts to the next meeting.

Adaptations:

More time may be needed for slower students. More supervised practiced may also be needed.

Evaluation:

The homework and in-group assignments provide evaluation information. Be sure the students are learning the means of behavior observation and charting very well. Reteach if necessary.

INTERVIEW FORMAT

Directions: The purpose of this interview is to find out what things, activities, and people can act as rewards for the person being interviewed.

Ask the following questions of the person being interviewed:

1. **Tell me the two things you like to do best.**_____

_____

2. **What is the best reward anyone can give you?**_____

_____

3. **Tell me something you really want.**_____

_____

4. **What can happen to make you feel really terrific?**_____

_____

5. **Tell me what person you really like to spend time with and what you like to do with that person.**_____

_____

SELF-REINFORCER IDENTIFICATION SHEET

Directions: The purpose of this sheet is to help you find out what things, activities, and people are really important to you; they might help you later in learning some new way of acting or of getting rid of something you do that is making trouble for you in getting along.

Read each item and fill in the blank. The group leader will keep this sheet for you and will keep it confidential, that is, will not show it to anyone else.

Your Name _____

1. The best reward anyone can give me is _____

_____

2. When I have money I like to _____

_____

3. Something I really want is _____

_____

4. I feel terrific when _____

_____

5. The weekend activity I like to do most is _____

_____

6. A person I especially like to be with is _____

_____

7. The thing I like to do most is _____

_____

8. What I like best at school is _____

_____

9. My favorite adult is _____

_____

Seminar: Changing Behavior Meeting #3

ONE FOR ALL AND ALL FOR ONE

Materials and Resources:

1. Homework assignments from Seminar III, Group Meeting 1
2. Original contracts signed by members at the beginning of Seminar I. (If these are not available, bring in blank copies)
3. Self-reinforcer sheets from the last meeting
4. Group contract forms for each student

Directions:

> Leader: Be certain to encourage the members to use the communication skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Collect and discuss the homework sheets that members have been working on since the first meeting of the Seminar.
2. Also discuss the self-observation and data collection; members are probably not finished but trouble-shoot at this time.
3. Distribute the original contracts signed by members at the beginning of Groups for Psychological Education and the Self-Reinforcer Sheets filled out by members at the last meeting.
4. Explain that each person is to choose a behavior to work on or to change IN THE GROUP. Such behaviors could include active listening, refraining from interrupting, encouraging others, keeping eye contact, participating in the group, etc. Also, the group must decide on a reinforcer, something that all can work toward. Pass out the contract forms and allow discussion until each person has chosen a behavior to change and the group has decided on a group reinforcer (it might be well for you to have some suggestions such as game playing and access to the gym, etc.). If the group wants you to do something, you must be included in the contract too.

5. When behaviors have been agreed upon and the reinforcer chosen, students must decide on the number of times they will be allowed for completion of that number of behaviors. (Initially, it is suggested that a very reasonable number of behavior performances (say five) be required in a period of just a few minutes. Someone needs to keep time.)

6. Group members should fill out their contract and a short practice session, including reward (don't forget to specify the time for this too) may be conducted.

   *Leader: Be prepared to discuss ways members may help each other meet their parts of the group contract.

Adaptations:

More time and/or supervised support may be needed by slower students.

Evaluation:

Discussion
In-group assignment

ONE ON ONE

Materials and Resources:

1. Agreed upon reward for group contract completion from last meeting
2. Have the contracts handy in case someone forgets the limits of his/her agreement
3. Timer or someone to keep time
4. Contract-Making Kit (at the end of this plan) for each student

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Carry out the behavior change contract made with the group at the last meeting. This should require no more than 15 minutes.
2. Have each person decide whether to be a contractor or contractee in writing a behavior change contract.
3. Pass out the Contract-Making Kit to each pair of students. Explain the contract making process step-by-step and assign the students to prepare a contract and carry it through in the next week to ten days. That is, the contract they make needs to be a short-term contract.

Adaptations:

If group members show sufficient understanding of and enthusiasm for the contracting idea, the leader may want them to each enter into a contract as a contractor and as a contractee. Slower students may need to meet in pairs with the leader for guidance in constructing contracts.

Evaluation:

Evaluation of the material in this lesson will be in the successful completion of the contract by both contractor and contractee.

CONTRACT-MAKING KIT

Needed: One contractor or person who agrees to help another person make a contract to change behavior or do something he/she wants to do.

One contractee or person who wants to make a contract to change behavior or do something he/she wants to do.

Steps to follow:

1. Choose a task, behavior, or activity that the contractee wants or needs to do in order to be more effective or to get along better etc. Be very specific.

2. Choose a reward. The Self-Reinforcer Identification Sheet or the Interview Format from Seminar III, Group Meeting 2, might be useful in identifying the reward for the contractee.

3. Write the contract using one of the sample forms found in this Kit.

4. Follow these rules if you want to succeed in contracting:

   a. Take time to write the contract down; that way no one can claim lack of understanding and it will help both contractor and contractee remember what was agreed to.

   b. Be VERY SPECIFIC: Check here

	Yes	No
Contracted Behavior agreed to?	___	___
Who?	___	___
What?	___	___
When?	___	___
How well?	___	___
Are exceptions stated?	___	___
Reward agreed to?	___	___
Who?	___	___
What?	___	___
When?	___	___
How much?	___	___
Review date set?	___	___

   c. The contract should be stated in terms of If Joe does this, he gets this. NOT If Joe does not do this, he does not have to stay in on Friday night.

   d. The reward should be fair and should be given on time.

   e. Both the contractor and the contractee should only sign the contract IF they are certain they can deliver what is promised.

   f. If the contract is not working, CHANGE IT!

CONTRACT

(I/We), _____, hereby declare that
(who)

(I/We) will _____
(does what)

_____

This job will be considered successful _____

_____

(how well)

_____
(signed)

For the successful completion of the above job you may _____
(reward)

_____

Date Signed_____

Review Date_____

Date Completed _____ _____
(signed)

CONTRACT

TASK	REWARD
Who: _____	Who: _____
What: _____	What: _____
When: _____	When: _____
How Well: _____	How Much: _____
_____	_____
_____	_____

Sign Here: _____ Date: _____

Sign Here: _____ Date: _____

Review Date _____

TASK RECORD

Sample

GROUP CONTRACT FORM

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

We understand that when each of us completes his/her agreement, helping others complete theirs is expected. We understand that if each of us completes his/her contract within the time agreed upon, we may all _____.

I, _____, agree to provide a group reward which the group will choose
Group Leader
when all have completed their contracts within the stated time. The duration of the reward time is _____ minutes.

ME, MYSELF AND I

Materials and Resources:

1. Agreed upon reward for group contract completion from Meeting 3
2. Have the contracts handy in case someone forgets the limits of his/her agreement
3. Timer or someone to keep time
4. Forms for Self-Contracting Form (found at the end of this plan) for each student

Directions:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Carry out the behavior change contract made with the group at the last meeting.
2. Discuss any problems members may be having in making or keeping contracts made with each other on a one to one basis.
3. Discuss writing a contract with oneself. Include the components of contracting that are stated in the performance objectives above.
4. Distribute the Self-Contracting Forms and assist students in filling them out as they need help. This self-contract must be very short range since it should be completed by the next group meeting.

Adaptation:

Extra support in the form of encouragement, roleplaying, etc. may be needed for younger or slower students.

Evaluation:

Homework assignment
Discussion

SELF CONTRACT

Date_____

Self_____

Other_____

My Goal_____

AGREEMENT

Self:_____

_____

_____

_____

Others:_____

_____

_____

CONSEQUENCES

Provided by Self:_____
(If this contract is kept.)

_____

(If this contract is broken.)_____

_____

Provided by Others:_____

(If this contract is kept.)_____

_____

(If this contract is broken.)_____

_____

Review Date:_____ Signed _____

Witness_____

SAMPLE

SELF CONTRACT

Date March 1

Self Jack

Other Mark (brother)

My Goal to decide on my own food in restaurants

AGREEMENT

Self: I agree to order my own food each time I go to a restaurant this week.

Others: I, Mark, agree to watch Jack order his food everytime we eat out this week. I will write Jack a nice note telling him he did a good

CONSEQUENCES

Provided by Self: I can attend the antique (If this contract is kept.) auto show with my friend Sam.

(If this contract is broken.) I will stay home and clean the basement on the day of the show.

Provided by Others: The family and Mark

(If this contract is kept.) he will take Jack to his favorite dessert shop for any treat he wants.

(If this contract is broken.) He will go to the dessert shop while Jack stays home cleaning the basement

Review Date: end of week Signed Jack

Witness Mark

Seminar: Changing Behavior **Meeting #6**

EASY AS ABC

Materials and Resources:

1. Agreed upon reward for group contract completion from Meeting 3
2. The group contract
3. Self Contracts from Meeting 5
4. Timer or someone to keep time
5. Chalkboard or newspring--butcher paper, markers
6. A-B-C (Leader's copy)
7. A-B-C chart as described in this plan
8. Copies of "I Can't" activity sheet for each student

Directions:

1. Have each group member report on Self Contracts made in Meeting 5.
2. Tell students that contracts are a good way to change behavior but that people often don't allow themselves to change because of SELF-TALK. Elicit reasons people give for not changing through the "I Can't" activity following this plan. Allow three minutes to complete it and write down reasons given as members participate.
3. Back together use the "need to dos" as A's and the "I Can'ts" as C's on the chart. Present A B C as per directions following this plan.
4. Have each student give the B for one of the A-C combinations elicited at first of step 3.
5. Carry out group contract.

Adaptations:

None

Evaluation:

Built in

A-B-C

Action	Belief	Consequence
A	makes one feel	C
Saying no		
Standing up for myself		
Requesting help		
Apologizing		
Being truthful		

B

B - Belief is what you say about A

A B C

I CAN'T ACTIVITY SHEET

Work in pairs. One person reads the change statement; the other says "I can't do that because _____

_____.

Then switch roles. Each person should have three chances to respond.

1. All you need to do is ask him what to do.

   I can't do that because _____

2. All you need to do is lose ten pounds.

   I can't do that because _____

3. All you need to do is study harder.

   I can't do that because _____

4. All you need to do is apologize.

   I can't do that because _____

5. All you need to do is what he asks you to do.

   I can't do that because _____

6. All you need to do is tell her you don't want to go with her anymore.

   I can't do that because _____

THINK ABOUT IT

Materials and Resources:

1. A decorated can, bowl, or paper sack
2. Slips of paper with rational or irrational belief-statements (examples from "Think About It Cards," Leader's Copy
3. Chalkboard and chalk or poster paper and markers
4. Copies of "Thinking About My Thoughts" activity handout for each student

Directions:

1. Review in discussion the concepts that were learned during the last meeting.
2. Introduce the "Think About It" game. Show the students the container filled with slips of paper. Explain the directions clearly:
   - each member will choose a slip of paper and read the statement. That member will then tell whether the thought is logical or illogical and explain his/her answer. Other members may be chosen to help if desired.
   - if the member does not wish to answer the card he/she chose, it may be returned to the container and another one may be chosen (this can only happen once per member).
3. After the game, have the students brainstorm illogical thoughts or statements they have had themselves or heard from others. Write these on the chalkboard or poster paper. As a group, challenge the statements and specify why they are illogical. Then try to come up with more logical statements to take their place. Write these down also.
4. Channel the discussion around the topic that no one is perfect and everyone experiences illogical thinking at sometime. Distribute the "Thinking About My Thoughts" activity sheet. Instruct students that they will be examining the behavior they contracted to change and their thoughts about that behavior. Have the students complete the activity sheets and then share (if they want to) about the illogical thoughts they had experienced.

Adaptations:

The activity handout could be completed as homework if time is short.

Evaluation:

Built in

THINK ABOUT IT CARDS

Leader's Copy

I sure would like to be on the track team. I'll be disappointed if I don't make it.	I've just got to make that track team! You're just not important unless you have a letter-jacket.
I want those jeans so bad. I'll just die if I can't have them!	I like those jeans a lot. I hope mom will give me a loan to buy them. I'll be disappointed if she can't.
My teacher gave me a D on that test. I just know she had it in for me.	I got a D on that test! I think I'll go see if the teacher will show me what I'm doing wrong.
Dad wouldn't buy me that bicycle I've been wanting. I guess he just doesn't love me enough.	Dad didn't buy me that bicycle I wanted. I know he loves me and would have bought it if he could. I guess it cost too much.
That kid sitting next to me can't read very well at all. Guess he's just dumb.	That kid sitting next to me can't read very well. None of us are good at everything. And he sure can throw a football!
I'll never play in the band again. I know everyone thinks I'm a fool for playing that wrong note.	I sure was embarrassed when I played that wrong note in band yesterday. I'll certainly try to do better today.

THINKING ABOUT MY THOUGHTS

1. Describe the behavior you have contracted to change: _____

2. What illogical thoughts were you telling yourself about that behavior? _____

3. Challenge that illogical self-talk and change those into logical statements: _____

4. What kind of things have you been telling yourself about your behavior contract? _____

5. Is it illogical or logical self-talk? _____

   Explain why: _____

Seminar: Changing Behavior Meeting #8

IMAGERY

Materials and Resources:

1. Leader's copy of "The Lemon Story"
2. "Mental Practice" handouts--one for each student
3. "Imagery Survey" activity handouts for each student

Directions:

1. Discuss with the students what imagery is: consciously visualizing in the mind specific images and/or experiences. Indicate that there is no right way to visualize. Whatever the form or detail of a person's visualization is right for them. People vary in how they visualize. Some visualize with their eyes closed while some prefer to have their eyes open. There are people who visualize by projecting images "on the back of their eyes," or some project the images out in front of themselves like they were watching a movie, and there are those who create images inside their head like there was a screen in the middle of their brain. No one method is better or worse than another.* Discuss times when the students have used imagery before.

2. Guide the students through a visualization experience. An example might be the following:

   Place a familiar object (large enough that it can be easily seen) where all the students can see it. There should be no other distracting objects nearby. Tell the students to take several deep breaths and to relax as they exhale. Instruct students to look directly at the object until they are familiar with it (just looking--not trying to study and memorize). After allowing a short time, instruct the students to close their eyes. Tell them to imagine the object sitting in front of them--look at it just as they did with their eyes open. Direct them to "see" with their mind's eye the color, size, and any special characteristics. Tell them to scan the object with their mind's eye like they did with their open eyes. After a few seconds have the students open their eyes. Discuss how their mental picture compared with the real one.

Have them notice any differences. Then tell them to close their eyes again and form a mental picture of the object, making it as vivid as possible. After a few seconds, tell the students to open their eyes.* Allow students to discuss the experience.

3. Explain to students that in the previous visualization exercise they used only one of their senses--sight. In this next story they will be encouraged to use all of their senses while imagining. Read/tell the "Lemon Story"* to the group. Afterwards have the students discuss their feelings during the experience.

4. Guide the discussion topic to how imagery might have an effect on changing behavior. After a short time, distribute the handout "Mental Practice."* Allow students to read the handout and then respond to it. Brainstorm together other times when such mental practice has made a difference in actions.

5. After the discussion, distribute the "Imagery Survey" handouts. Remind the students that no one way of visualization is better than another. This handout is to help them clarify how they experience imagery.

Adaptations:

For students who have reading difficulties, the Leader may want to read the handouts while they follow along.

Leaders will want to adapt imagery exercises to their own situations.

Evaluation:

Built in

THE LEMON STORY

(Leader's Copy)

"Close your eyes, I'm going to tell you a story which I'd like to have you picture as clearly as possible. Relax. Okay, let's begin. I have a brown paper lunch bag in my hands. It is new. As I put my hands on it I can feel it crinkle. It feels crisp and is unwrinkled. As I squeeze the top of the bag it collapses. I can feel sharp edges on my fingers. Now, I'm going to open the bag. I'm reaching inside. On the inside at the bottom of the bag my hand touches a round object; it's smooth, yet feels a little pebbly. I can feel little extensions, or bubbles at both ends of the round object. I pull it out of the bag. In my hand I have a lemon--it's bright yellow with SUNKIST written in green on one side.

On my desk is a paring knife. I pick up the knife and, holding the lemon in my left hand, slowly cut the lemon. As I do, I can feel the sticky juice on my fingers. I continue cutting until I've cut the lemon into two equal halves. Now, I take one half of the lemon in my right hand--raise it up to my nose. I take a deep smell of the lemon.

I lower the lemon slightly--now--I bite into the lemon--I sink my teeth into it.

Open your eyes."

(This story is intended to be an example. The leader is encouraged to expand on it, or change the story as he/she deem appropriate.)

MENTAL PRACTICE

Imagery can have a definite effect on how a person performs. An example is the interesting study done on mental practice by Alan Richardson.

> Richardson's research involved three groups of students, randomly chosen, none of whom had practiced visualization. He had all three groups shoot basketballs from the free throw line at the beginning of the experiment. From this he obtained baseline data. Then he had the first group practice shooting fee throws for 20 minutes every day for 20 days. The second group spent 20 minutes every day imagining shooting baskets. The third group did neither. After the 20 days the three groups again were asked to shoot baskets. The group who actually practiced shooting baskets every day for the 20 days improved 24%. The second group who practiced by imagining shooting free throws improved 23% and the group who didn't practice either way didn't improve at all. Visualization was as effective as physical practice.

Just think what visualization plus physical practice could do!

IMAGERY SURVEY

1. Imagery comes in many forms. Check what kind(s) have you experienced?

   Daydreams _____ Mental Practice _____

   Other _____

2. Everyone visualizes differently. Put an X on the line that best describes your anger.

   Do you visualize in color?

   Never | Not Often | Usually | Always

   Do you use the sense of hearing in your visualizations?

   Never | Not Often | Usually | Always

   Do you use the sense of touch (feeling) in your visualization?

   Never | Not Often | Usually | Always

   Do you use the sense of taste in your visualizations?

   Never | Not Often | Usually | Always

   Do you use the sense of smell in your visualizations?

   Never | Not Often | Usually | Always

3. Do you prefer to have your eyes open or closed while visualizing? _____

   Where do you "see" the scenes with your mind's eye?

   _____

4. Describe in a few sentences how your own imagery experiences make you feel.

Seminar: Changing Behavior Meeting #9

CHANGE WITH IMAGERY

Materials and Resources:

1. Leader's copy of "Balloon Control"
2. Leader's copy of "Quiz"
3. Leader's copy of "Mental TV"
4. "Visualizing My Behavior" activity handout for each student

Directions:

1. Review what was discussed at the previous meeting. Discuss how they felt about the Imagery Survey and what they learned about themselves. Reemphasize that there is no one right way to experience imagery.
2. Discuss the importance of being able to control their imagery experiences (i.e., begins to focus on negative behavior but ends up dwelling on negative behavior, etc.). Introduce the imagery experience as one which encourages control. Read/tell the Leader's copy of "Balloon Control." Discuss the experience afterwards, paying attention to their feelings about controlling and transforming the balloon. Also elicit remarks about the details in their visualization that weren't mentioned by the leader (i.e., ceiling, room, alone or with others, etc.).
3. Brainstorm ways imagery could help them (be sure they include in their discussion relaxation, preparation for stressful times, and visualizing success in changing behavior). Use the following visual rehearsal as an example of a way imagery can help them deal positively with stress. Read/tell the story "Quiz." Discuss the experience afterwards. Check for vividness and completeness.*
4. Discuss other places where they could use mental rehearsal in their lives. Focus this discussion around changing behavior. Then, lead the group through the exercise called "Mental TV." Discuss their feelings about the exercise and if they had any difficulty with the channels or the experience as a whole.

5. Direct the discussion into the relationship imagery could have with logical self-talk. Discuss what kinds of things could happen in an imagery experience if illogical self-talk persisted. Indicate how imagery and logical self-talk can support each other.

6. Distribute the "Visualizing My Behavior" activity handout. Have the students read over the sheet and check to see that the directions are clear. Students should bring the completed handout with them to the next meeting.

Adaptations:

Leaders will want to adapt the imagery experiences to their own situation.

Evaluation:

Built in

BALLOON CONTROL

(Leader's Copy)

Close your eyes and relax. Take several deep breaths and as you exhale let your body relax. Picture an uninflated blue balloon. In your mind's eye, blow it up. Watch it grow bigger and bigger. Tie the end. Toss your balloon up toward the ceiling. Watch it float up. Stop it when it gets almost to the ceiling. Make the balloon spin slowly. See the light bouncing off it as it spins slowly. Make it spin faster and faster, faster and faster. Now watch it spinning faster and faster. As you watch it change its color to red . . . now yellow . . . now green . . . now back to blue. . . . . Spinning and changing colors red . . . yellow . . . green and back to blue. . . . Stop your balloon from spinning. Now make it go up to the ceiling and bounce along the ceiling to the front of the room. Now watch it bounce along the ceiling coming back toward you. Hold out your hand and let the balloon slowly settle into it. Send it out away from your hand and back like a yoyo. Make the balloon grow bigger and bigger, almost filling the room. Now make your balloon get smaller and smaller. It's getting smaller and smaller, settling in your hand, getting smaller and smaller until it's about as big as a dime. Now let the air out of the balloon. Let the balloon disappear. (Pause) We will now come back to the present on the count of three, wide awake, relaxed and refreshed. One, two, three.

QUIZ

(Leader's Copy)

Close your eyes, take several deep breaths and, as you exhale, relax. . . . Picture yourself in a classroom. The class has just begun and the teacher announces that you are going to have a quiz today on the material you have been covering the last several days. . . . See the teacher standing in front of the class making that announcement. Become aware of how the other students are reacting and what your reactions are to the announcement. Tune in with all your senses and feelings. . . . What do you hear, see and feel? . . . Picture yourself taking out pencil or pen and paper, getting ready to answer the questions. See the teacher handing out the quiz and handing you one. . . . Picture yourself calmly reading over all the questions, identifying those you can answer immediately and easily remembering the things you have studied and talked about in class. Picture yourself as being very calm. You have paid attention in class, have done your normal studying and you are prepared. . . . Picture yourself putting your name on your paper. See yourself beginning to answer the questions you know immediately. . . . See yourself writing the answers quickly and surely. You have a feeling of confidence. . . . You are answering the questions. The answers are coming to mind. You are remembering answers easily. Picture yourself writing all the details. You feel confident. Read over the questions you did not know answers to. As you read them you remember answers because in answering the other questions you have been reviewing and are reminded of other things you had forgotten when you first looked at the test. . . . Picture yourself writing all the answers. . . . You are feeling more and more confident as you proceed. . . . See yourself sitting in your desk writing the answer to the last question. . . . You hear the teacher say that time is up. . . . See yourself put your pen or pencil down. . . . Pay attention to what is happening around you . . . other students putting down their pens and looking up. . . . Picture the teacher collecting the quiz and class proceeding. . . . Spend a minute and go through the whole process again quickly. . . . (Pause) Now on the count of three we will come back to the present feeling relaxed, refreshed and confident. . . . One, two, three. Open your eyes.

MENTAL TV

(Leader's Copy)

Suppose you've acted in a flippant manner every time your sister or brother asked you to do them a favor. You've reacted in this way so consistently that you no longer think when they talk to you--you merely react. Because of the way you react your relationship with your sister or brother is quite negative. You don't really like this, but don't really know how to change what happens. This exercise will help you practice a positive reaction to your sister or brother before any reaction is necessary. You can practice reacting as you'd like to react. When the real situation occurs you will be much better prepared to react in a positive manner to your brother or sister.

Leader's Instructions: Ask the group for other examples of behaviors that they or others might like to change. Begin the exercise by asking the students to get into a comfortable position, close their eyes and relax. When they are comfortable and relaxed the leader should instruct students to examine their lives for any situation in which they'd like to change the way they usually act. Continue by saying something similar to the following:

This method of practice is called Mental T.V. In it you have to picture a television set that has at least two channels. You are the operator of the T.V. You can change channels any time you desire. Take a moment. Picture your mental T.V. with its channel selector. Turn it on. Get a picture. Flip the channel selector. Watch as the picture changes. You are now ready to put your mental T.V. to work for you.

I'd like to have you turn on your mental T.V. Flip the channel selector to channel one. On this channel you will see a picture of how you usually react in the situation you want to change. Watch yourself on the screen. Look at the way you are reacting in the situation. Pay particular attention to your physical appearance, your facial expressions, your gestures. Now, listen to your words. Listen for what you say and the way you say it.

Flip the channel selector to channel two. On this channel you will see a picture of how you'd like to react in the situation you want to change. Watch yourself on the screen. Look at the way you are reacting. Pay particular attention to your physical appearances, your facial expressions, your gestures. Listen to your words. Listen for what you say and the way you say it.

Continue to flip back and forth between channels until you are aware of all the differences between how you react and how you'd like to react.

You can turn channel one off for good once you have learned all the things you want to change. When this occurs continue to watch channel two. Plan to flip on your T.V. for a few moments a day. Always turn to channel two, the channel of positive reactions. In a short time you will react in the real situation as you have practiced reacting on channel two.

*Taken from "Visualization-Rehearsal," Educating the Forgotten Half, by J. L. Lee and C. J. Pulvino, 1978.

VISUALIZING MY BEHAVIOR

Directions: Specify the behavior you have contracted to change. Then write your own guided imagery story based around your success in changing that behavior. Keep your story short, complete, and vivid.

Behavior I am changing: _____

_____

My Success Story

Seminar: Changing Behavior Meeting #10

SUMMING UP

Materials and Resources:

1. Students' copies of "Visualizing My Behavior" sheets
2. Agreed upon reward for group contract completion from Meeting 3
3. The group contract
4. Timer or someone to keep time
5. Self Contracts
6. The evaluation form for Seminar III found at the end of this plan, two for each member

Directions:

1. Review their "Visualizing My Behavior" sheets. Discuss their feelings and allow members to share their stories if they would like to.
2. Distribute the evaluation form for Seminar III. Have each group member fill it out on him/herself.
3. Have each group member report on Self Contracts made previously.
4. Distribute another evaluation form. Have the group rate each member on each item. Have the member record the consensus on his/her sheet.
5. If time allows, carry out the group contract.
6. Sum up in a general discussion how logical self-talk, imagery, and behavior contracting can work together to help people change.

Adaptations:

You may want to limit the evaluation to one form or the other, self or group.

Evaluation:

Evaluation forms
Built into discussion.

RATING SCALE FOR CHANGING BEHAVIOR

Directions: You are going to rate what you do and how you act with other people. Use the rating scale below. Write your rating number for each item in the box to the right of the item.

Rating Scale

Always	Often	Sometimes	Now and Then	Never
5	4	3	2	1

	ITEM	RATING
1.	I can name someone else's useless or ineffective behavior.	
2.	I can count the number of times someone acts that way.	
3.	I can make a baseline chart of the behavior I counted.	
4.	I can name one useless behavior of my own.	
5.	I can count the number of times I do that useless behavior.	
6.	I can make a baseline chart of my own useless behavior.	
7.	I can name a useful behavior that the other person cannot do at the same time as he/she does the useless behavior.	
8.	I can find out what a person will work for or what is a reward to him/her by watching that person.	

9. I can interview a person to find out what is a reward for that person. ☐

10. I can label a reward as a concrete reinforcer or as an encouragement reinforcer. ☐

11. I can name at least 10 things that are rewards for me. ☐

12. I can name a specific behavior I want to change. ☐

13. I can help a group decide on a group reward. ☐

14. I can write ways in which I can help another person reach his/her goal of behavior change. ☐

15. I can include the number of times and the period of time over which a behavior change contract is to be written. ☐

16. I can include a periodic contract review in a behavior change contract. ☐

17. I can carry out a behavior change contract I have entered into as contractor or contractee. ☐

18. I can write a behavior change contract for myself. ☐

19. I can successfully carry out a behavior change contract with myself. ☐

20. I can use logical and appropriate self-talk. ☐

21. I can tell the consequences of logical and illogical self-talk. ☐

22. I can apply A-B-C to my life. ☐

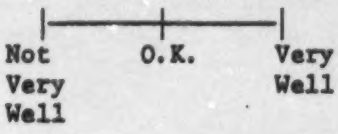
23. I can change my self-talk to be more effective. ☐

24. I can use imagery to change my behavior. ☐

SEMINAR SURVEY

Your feelings and opinions about this Seminar are important to us as a way of knowing if anything should be done differently in the future. Please do not ask others in the group what they think; work on this individually. Be honest in your ideas and opinions and do not put your name on this survey.

1. I feel that this seminar covered the content



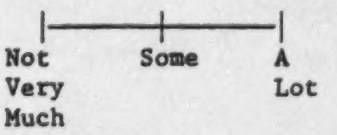
2. I feel that the group meetings were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

3. I feel that the homework assignments were

	Yes	No
• well planned	___	___
• too difficult	___	___
• interesting	___	___
• helpful	___	___

4. In this seminar I feel like I have learned



5. I have been able to apply what I learned to my everyday life. ___ YES ___NO

   - If you marked YES, give an example of how you applied your learning and if it helped.
   - If you marked NO, explain some possible reasons why you haven't been able to apply what you have learned.

6. I have been able to share my knowledge about ways to change behavior with others. ____YES ____NO

   - If you marked YES, give an example of when you shared your knowledge and if it helped.
   - If you marked NO, explain some possible reasons why you haven't felt like sharing your knowledge with another person.

7. What did you like least about this Seminar? Why?

8. What did you like most about this Seminar? Why?

9. If you have any additional suggestions or comments, write them here:

ORGANIZATIONAL FRAMEWORK
FORMAT EXPLANATION

MODULE

Those three basic divisions which make up the Middle School Seminars (Psychological Education, Personal Education, and Achievement Education).

SEMINAR

The units of learning which comprise each Module. Psychological Education is comprised of three seminars, Personal Education has five seminars, and Achievement Education has three seminars.

GOAL: *The major themes students should incorporate in their lives by the end of their Middle School Seminar experience. Goals designated by capital letters in the outline form.*

COMPETENCY: *General behavioral steps which suggest students' competency in progressing through the process of incorporating these goals. Competencies are designated by numerals in the outline form.*

MEETING: *The meeting number and title which corresponds to the above goal, competency and to the performance indicators covered in that meeting. Because the seminars are developmental in nature, goals, competencies, and indicators covered in previous meetings are often reviewed in subsequent meetings.*

PERFORMANCE INDICATORS: *Those more specific steps, examples or explanations which students should express or demonstrate to signify they have reached the corresponding competency and ultimately the goal. Performance indicators are designated by lower case letters in the outline form.*

PSYCHOLOGICAL EDUCATION
SEMINAR: CHANGING BEHAVIOR

A. Individuals will develop basic skills in identifying ineffective behaviors to replace them both in selves and others.

1. Individuals will demonstrate ways to identify ineffective behavior.

a. Individuals are able to pinpoint specific ineffective behaviors that others perform.
b. Individuals are able to count the number of times another person performs a specific ineffective behavior.

Meeting #1: What You Do Counts

c. Individuals are able to create a baseline chart, graphing the number of times another person performs a specific ineffective behavior.
d. Individuals are able to pinpoint specific ineffective behaviors which they themselves perform.
e. Individuals are able to count the number of times they perform a specific ineffective behavior.
f. Individuals are able to create a baseline chart, graphing the number of times their own ineffective behavior occurs.

2. Individuals will demonstrate identification of effective behaviors to replace ineffective ones.

a. Individuals are able to pinpoint specific ineffective behaviors in others and themselves.
b. Individuals are able to specify more effective behaviors that are incompatible with those ineffective behaviors in others and themselves.

B. Individuals will develop skill in identifying specific reinforcers for selves and others.

1. Individuals will demonstrate ways of identifying specific reinforcers for others.

Meeting #2: Counting What You Do

a. Individuals are able to observe others as a means of identifying their reinforcers.

b. Individuals are able to interview others as a means of identifying their reinforcers.
c. Having a list of specific reinforcers for another person, individuals are able to divide the reinforcers into two categories:
(1) concrete reinforcers
(2) encouragement reinforcers

Meeting #2: Counting What You Do (contd.)

2. Individuals will demonstrate ways of identifying specific reinforcers for themselves.

a. Individuals are able to identify their own reinforcers by writing down things they like, things they do, and things they like others to do for them.
b. Individuals are able to ask others to observe them as a means of identifying their own reinforcers.

C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

1. Individuals will demonstrate ways to write behavior change contracts with groups.

Meeting #3: One For All and All For One

a. Individuals are able to identify a specific personal behavior to be changed and write that as part of a behavior change contract with a group.
b. Individuals are able to pinpoint a specific group reinforcer and write that as part of a behavior change contract with a group.
c. Individuals are able to specify how they can help others reach their goals and write that as part of a behavior change contract with a group.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with a group.
e. Individuals are able to successfully carry out the terms of the behavior change contract written.

2. Individuals will demonstrate ways to write behavior change contracts with another individual.

Meeting #4: One On One

a. Individuals will determine whether they will take on the roles of contractees or contractors in a behavior change contract with another individual.

b. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract with another individual.

c. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract with another individual.

Meeting #4: One On One (contd.)

d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with another individual.

e. Individuals are able to set periodic contract review sessions and write those as part of a behavior change contract with another individual.

f. Individuals are able to successfully carry out, either as contractees or contractors, the terms of the behavior change contract written.

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3. Individuals will demonstrate ways to write behavior change contracts for themselves.

Meeting #5: Me, Myself and I

a. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract for themselves.

b. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract for themselves.

c. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract for themselves.

d. Individuals are able to set periodic contract reviews and write those as parts of a behavior change contract for themselves.

e. Individuals are able to successfully carry out the terms of the behavior change contract written for themselves.

D. Individuals will develop skill in identifying some self-defeating beliefs they and others may create when attempting to change behavior.

1. Individuals will demonstrate logical and appropriate self-talk as indicated by their behavior.

Meeting #6: Simple As A-B-C

a. Individuals are able to use logical and appropriate self-talk in a variety of situations.

b. Individuals are able to specify the consequences of logical self-talk and the consequences of illogical self-talk.

c. Individuals are able to apply the A-B-C concept to a variety of their behaviors.

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2. Individuals will demonstrate how self-talk can influence the changing of behavior.

Meeting #7: Think About It

a. Individuals are able to specify the kind of illogical self-talk that contributes toward ineffective behaviors.
b. Individuals are able to specify the kind of logical self-talk that contributes toward effective behaviors.
c. Individuals are able to change illogical self-talk to logical self-talk and change their behavior.

E. Individuals will develop skill in the use of imagery as one means of helping change behavior.

1. Individuals will demonstrate the use of imagery as a means of changing behavior.

Meeting #8: Imagery

a. Individuals are able to participate in constructive imagery exercises in their daily lives.
b. Individuals are able to specify times when others have used imagery to change behavior.

Meeting #9: Change With Imagery

c. Individuals are able to use imagery as a means of helping to change an ineffective behavior.

Meeting #10: Summing Up

(Review of all previous goals, competencies and indicators.)

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